



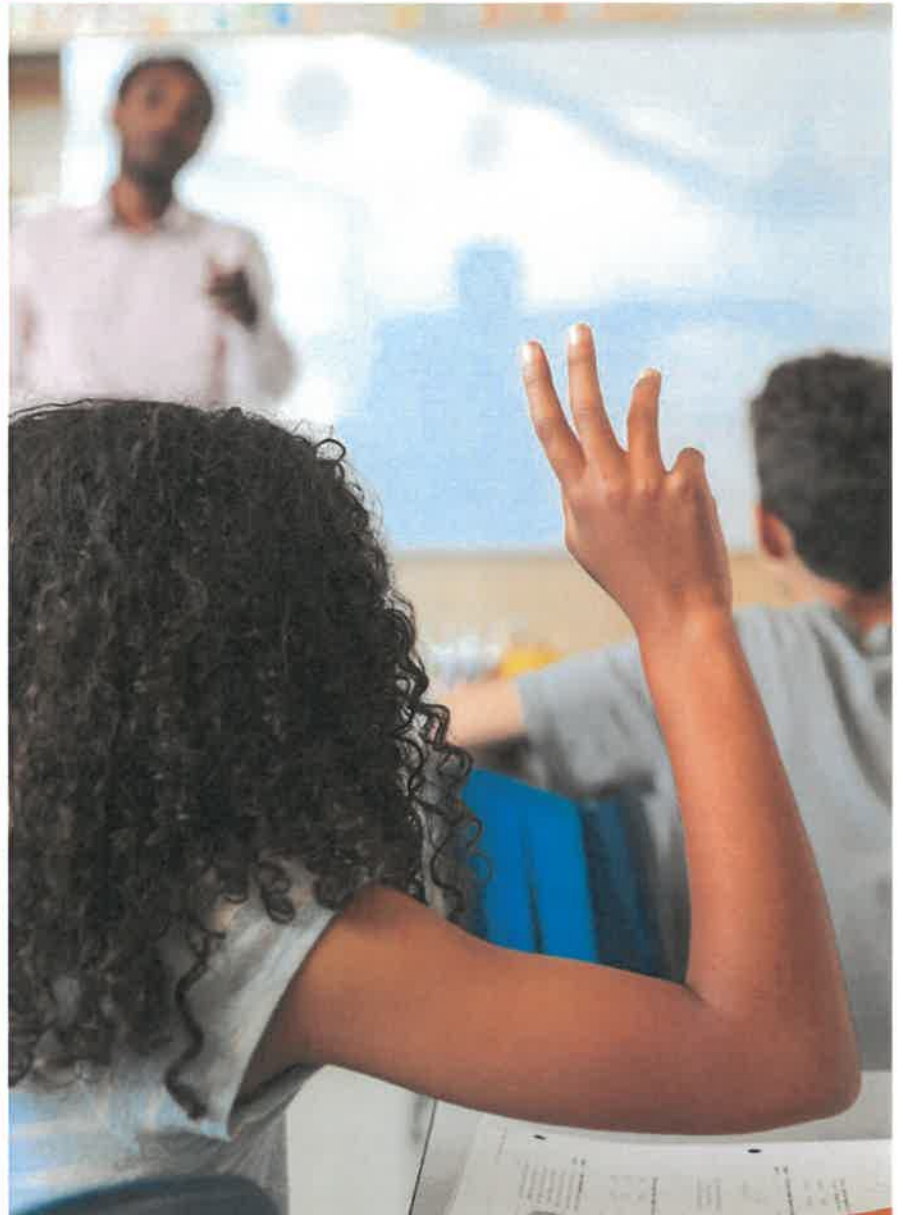
Chatom Union School District

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SARC

2023-24

School Accountability
Report Card
Published in 2024-25



Mountain View Middle School

Grades 6-8
CDS Code 50-71050-6052492

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The Warrior Way



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 high school, college/trade school and beyond. We will also be focusing a great deal on learning loss and Multi-Tiered System of Supports (MTSS) and we offer built-in intervention to all students, which helps students reach their own academic potential. 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, The Peak, school marquee and school social media accounts.

In addition to the regular school curricular program, Mountain View offers enrichment, intervention and support programs. While intervention/enrichment is offered to all students during the school day, we also offer after school tutoring for students who need additional academic support. This year we will continue to offer Saturday Session three times per year where students are provided the opportunity to come to school on a nonscheduled school day to receive additional assistance. Enrichment classes such as 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.

Currently, classroom spaces, restroom facilities, storage, library, student services center 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 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.

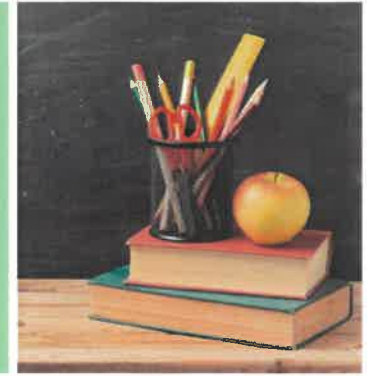
Comfortable rooms and furnishings: Staff and students have adequate space and furnishings to achieve success. Furnishings are in good repair, and facilities are maintained so that staff and students are safe and secure.

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.



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

- Anthony Avila, Board President
- Alison Carvalho, Board Clerk
- Steve Soderstrom, Trustee Representative
- Dr. Rob Santos, Board Member
- Karen Macedo, Board Member



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. Note: Students are only counted one time, regardless of the number of suspensions.

Suspensions and Expulsions	Three-Year Data								
	Mountain View MS			Chatom Union SD			California		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Suspension rates	5.00%	5.60%	11.10%	2.90%	3.40%	5.10%	3.20%	3.60%	3.30%
Expulsion rates	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%



Suspensions and Expulsions by Student Group

Suspensions and Expulsions by Student Group	2023-24 School Year	
Student Group	Suspensions Rate	Expulsions Rate
All Students	11.10%	0.00%
Female	8.70%	0.00%
Male	13.60%	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	10.00%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	12.10%	0.00%
English Learners	14.90%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	12.10%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	21.70%	0.00%

School Safety

Continued from page 2

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.

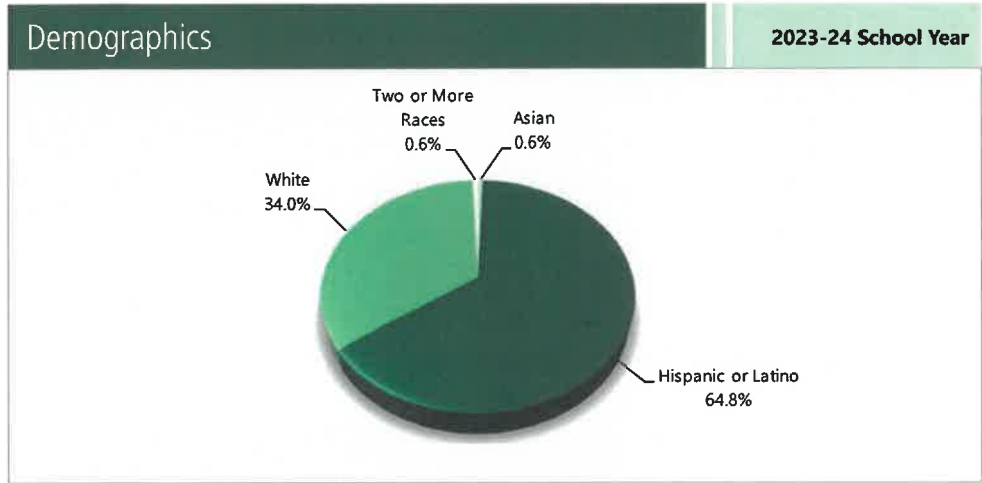
The safety plan will be formally revised with input from the District Safety Committee in February 2025.





Enrollment by Student Group

The total enrollment at the school was 162 students for the 2023-24 school year. The pie chart displays the percentage of students enrolled in each group.

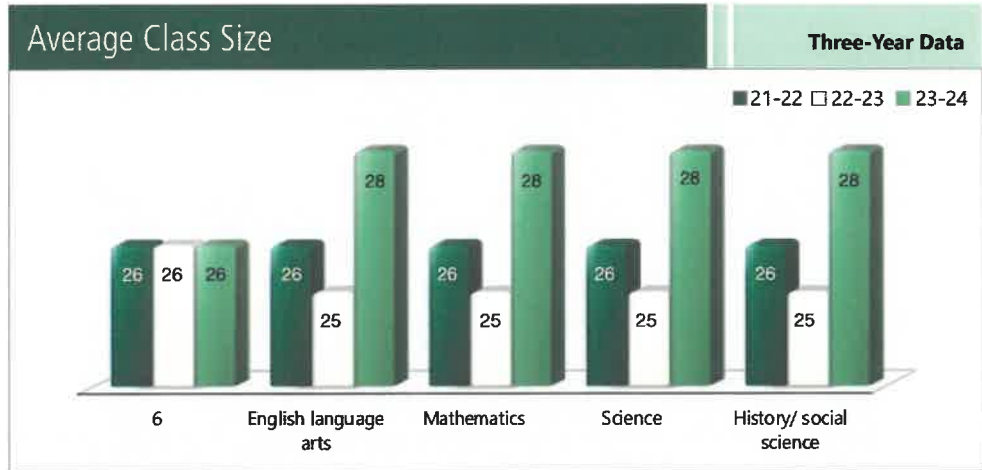


School Mission Statement

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.

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.



Number of Classrooms by Size **Three-Year Data**

Grade	2021-22			2022-23			2023-24		
	Number of Students			Number of Students			Number of Students		
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
6	2	2		1	2			2	
Subject	Number of Students			Number of Students			Number of Students		
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English language arts	1	3		1	4			4	
Mathematics	1	3		1	4			4	
Science	1	3			4			4	
History/social science	1	3			4			4	

Enrollment by Student Group

Demographics **2023-24 School Year**

Female	50.60%
Male	49.40%
Non-Binary	0.00%
English learners	33.30%
Foster youth	0.00%
Homeless	4.90%
Migrant	0.60%
Socioeconomically Disadvantaged	69.10%
Students with Disabilities	13.00%

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2023-24 school year.





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. 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 participating in each of the five fitness components 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					2023-24 School Year
Percentage of Students Participating In Each Of The Five Fitness Components					
Grade	Component 1:	Component 2:	Component 3:	Component 4:	Component 5:
	Aerobic Capacity	Abdominal Strength and Endurance	Trunk Extensor and Strength and Flexibility	Upper Body Strength and Endurance	Flexibility
7	99.98%	99.98%	100.00%	100.00%	100.00%

Chronic Absenteeism by Student Group

Chronic Absenteeism by Student Group					2023-24 School Year
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate	
All Students	180	171	29	17.00%	
Female	92	85	11	12.90%	
Male	88	86	18	20.90%	
Non-Binary	0	0	0	0.00%	
American Indian or Alaska Native	0	0	0	0.00%	
Asian	0	0	0	0.00%	
Black or African American	0	0	0	0.00%	
Filipino	0	0	0	0.00%	
Hispanic or Latino	120	111	19	17.10%	
Native Hawaiian or Pacific Islander	0	0	0	0.00%	
Two or More Races	0	0	0	0.00%	
White	58	58	10	17.20%	
English Learners	67	63	12	19.00%	
Foster Youth	0	0	0	0.00%	
Homeless	0	0	0	0.00%	
Socioeconomically Disadvantaged	124	120	23	19.20%	
Students Receiving Migrant Education Services	0	0	0	0.00%	
Students with Disabilities	23	22	2	9.10%	

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.

In addition to Wednesday professional development and grade-level collaboration, additional professional development is scheduled with representatives from Stanislaus County Office of Education for literacy and mathematics.

Professional Development Days

Number of school days dedicated to staff development and continuous improvement

2022-23	40
2023-24	39
2024-25	41



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.



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 10, 11 or 12).



CAASPP Test Results in Science for All Students

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	
	22-23	23-24	22-23	23-24	22-23	23-24
Science	20.59%	19.15%	14.84%	19.81%	30.29%	30.73%



CAASPP by Student Group: Science, English Language Arts and Mathematics

The tables on the following pages display the percentage of students that met or exceeded state standards in science, English language arts/literacy and mathematics for the school by student groups.

The “percentage 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 on the CAA divided by the total number of students who participated in both assessments.

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 ELA and Mathematics for All Students

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	
	22-23	23-24	22-23	23-24	22-23	23-24
English language arts/literacy	35%	42%	34%	40%	46%	47%
Mathematics	23%	15%	31%	34%	34%	35%



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

Percentage of Students Meeting or Exceeding State Standard					2023-24 School Year
Science					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	48	47	97.92%	2.08%	19.15%
Female	21	21	100.00%	0.00%	19.05%
Male	27	26	96.30%	3.70%	19.23%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	34	34	100.00%	0.00%	14.71%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	14	13	92.86%	7.14%	30.77%
English Learners	18	18	100.00%	0.00%	0.00%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	35	34	97.14%	2.86%	17.65%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	❖	❖	❖	❖	❖

❖ 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)

Percentage of Students Meeting or Exceeding State Standard					2023-24 School Year
English Language Arts					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	162	154	95.06%	4.94%	41.56%
Female	79	76	96.20%	3.80%	43.42%
Male	83	78	93.98%	6.02%	39.74%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	108	101	93.52%	6.48%	34.65%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	53	52	98.11%	1.89%	55.77%
English Learners	58	51	87.93%	12.07%	5.88%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	110	104	94.55%	5.45%	32.69%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	22	22	100.00%	0.00%	4.55%

❖ 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.

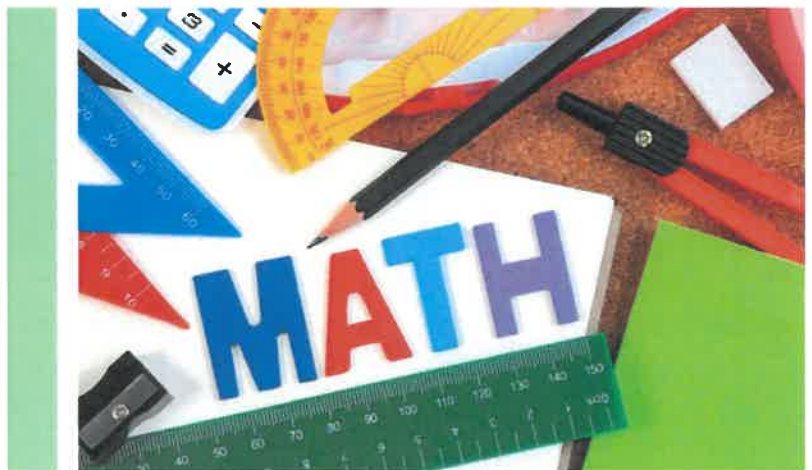




CAASPP Test Results by Student Group: Mathematics (grades 6-8)

Percentage of Students Meeting or Exceeding State Standard					2023-24 School Year
Mathematics					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	162	161	99.38%	0.62%	14.91%
Female	79	79	100.00%	0.00%	16.46%
Male	83	82	98.80%	1.20%	13.41%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	108	108	100.00%	0.00%	10.19%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	53	52	98.11%	1.89%	25.00%
English Learners	58	58	100.00%	0.00%	1.72%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	110	109	99.09%	0.91%	11.93%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	22	22	100.00%	0.00%	0.00%

❖ 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 10, 2024, 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		2024-25 School Year
Subject	Textbook	Adopted
Reading/language arts	StudySync	2017
Mathematics	Eureka Math	2017
Science	Amplify	2020
History/social science	Holt	2006

Quality of Textbooks

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

Quality of Textbooks		2024-25 School Year
Criteria	Yes/No	
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes	

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 school-to-home communication
- English Learner Advisory Committee (ELAC) and District English Learner Advisory Committee (DELAC) meetings
- Parent Teacher Council (PTC) meetings and activities
- Monthly Coffee Connection meetings with the principal
- Family Literacy (Held at Chatom Elementary)
- Parent Information Night
- Games with Grandparents
- Parent surveys
- Parent conferences
- Open House
- Back-to-School Night
- Invitations to rallies and assemblies
- Invitations 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, Instagram and Facebook

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

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	
2024-25 School Year	
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	0%
Health	0%

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	
2024-25 School Year	
Data collection date	9/10/2024

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.



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		2024-25 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	Good	
External: Windows/doors/gates/fences, playgrounds/school grounds	Good	
Overall summary of facility conditions	Good	
Date of the most recent FIT report	9/27/2024	

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		2024-25 School Year
Items Inspected	Deficiencies and Action Taken or Planned	Date of Action
Systems	One of the HVAC systems in old cafeteria needs repairs. Will work with HVAC company to diagnose/repair broken unit as part of our deferred maintenance plan.	TBD
External	Test well equipment is on campus. Equipment does not interfere with day-to-day school; equipment will be removed from campus once test well project is complete.	TBD

School Facilities

Chatom Union School District is a great district located in the rural area of Turlock, California. This small district consists of one middle school, grades 6-8, and one elementary school, TK-5, 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, a stage, and snack bar, with large 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.

Continued on sidebar

School Facilities

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Mountain View’s campus consists of a main building which houses the office, staff lounge and professional development room. It also includes the library and computer lab along with several classrooms. A secondary building adjacent to the main building is utilized as a science lab with a classroom attached. At the north end of campus, we have a row of classroom portable buildings that house additional services offered on campus (counseling and special education) as well as three classrooms. 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.



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% of the district’s Title I funding, and class size reduction exists in grades TK-3.



Teacher Preparation and Placement

These tables display 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%

Teacher Preparation and Placement					2021-22 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)	7.0	87.5%	23.4	92.1%	234,405.2	84.0%
Intern Credential Holders Properly Assigned	0.0	0.0%	0.0	0.0%	4,853.0	1.7%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.0	0.0%	0.0	0.0%	12,001.5	4.3%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.0%	0.0	0.0%	11,953.1	4.3%
Unknown	1.0	12.5%	2.0	7.9%	15,831.9	5.7%
Total Teaching Positions	8.0	100.0%	25.4	100.0%	279,044.8	100.0%

Teacher Preparation and Placement					2022-23 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)	6.8	85.4%	23.4	91.5%	231,142.4	83.2%
Intern Credential Holders Properly Assigned	0.0	0.0%	1.0	3.9%	5,566.4	2.0%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.0	12.5%	1.0	3.9%	14,938.3	5.4%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.0%	0.0	0.0%	11,746.9	4.2%
Unknown	0.1	2.0%	0.1	0.6%	14,303.8	5.2%
Total Teaching Positions	8.0	100.0%	25.6	100.0%	277,697.8	100.0%

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/calpadsupdfdash201.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>.



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

This table displays the number of authorization/assignments of teachers with permits and waivers; misassignments; and vacant positions. For questions concerning the permits, waivers, and misassignment of teachers, visit the California Commission on Teacher Credentialing website at <https://www.ctc.ca.gov/>.

Teachers Without Credentials and Misassignments		Three-Year Data		
Authorization/Assignment	2020-21	2021-22	2022-23	
Permits and Waiver	0.0	0.0	0.0	
Misassignments	0.8	0.0	1.0	
Vacant Positions	0.0	0.0	0.0	
Total Teachers Without Credentials and Misassignments	0.8	0.0	1.0	



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

This table displays the number of credentialed teachers authorized on a permit or waiver and local assignment options. 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		Three-Year Data		
Indicator	2020-21	2021-22	2022-23	
Credentialed Teachers Authorized on a Permit or Waiver	0.0	0.0	0.0	
Local Assignment Options	0.0	0.0	0.0	
Total Out-of-Field Teachers	0.0	0.0	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	
2023-24 School Year	
	Ratio
Pupils to Academic counselors	166:1
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	0.160
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

Class Assignments

This table displays the percentage of misassignments of English learners and teachers with no credential, permit or authorization to teach. Misassignment and vacant teacher position data should be available in the district's personnel office.

Class Assignments		Three-Year Data		
Indicator	2020-21	2021-22	2022-23	
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	10.0%	0.0%	12.5%	
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%	0.0%	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/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>.



Financial Data

The financial data displayed in this SARC is from the 2022-23 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	2022-23 Fiscal Year	
	Chatom Union SD	Similar Sized District
Beginning teacher salary	◆	\$51,351
Midrange teacher salary	◆	\$80,424
Highest teacher salary	◆	\$103,442
Average elementary school principal salary	◆	\$124,851
Average middle school principal salary	◆	\$135,030
Superintendent salary	◆	\$145,236
Teacher salaries: percentage of budget	27.00%	26.17%
Administrative salaries: percentage of budget	8.00%	6.29%

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	2022-23 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Mountain View MS	\$10,469	\$84,401
Chatom Union SD	\$10,495	\$82,538
California	\$10,771	\$79,413
School and district: percentage difference	-0.2%	+2.3%
School and California: percentage difference	-2.8%	+6.3%

◆ Information is not available at this time.

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 December 2024.

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	
2022-23 Fiscal Year	
Total expenditures per pupil	\$16,328
Expenditures per pupil from restricted sources	\$5,860
Expenditures per pupil from unrestricted sources	\$10,469
Annual average teacher salary	\$84,401



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.