SARC
School Accountability Report Card 2018-19
Published in 2019-20

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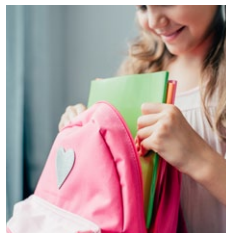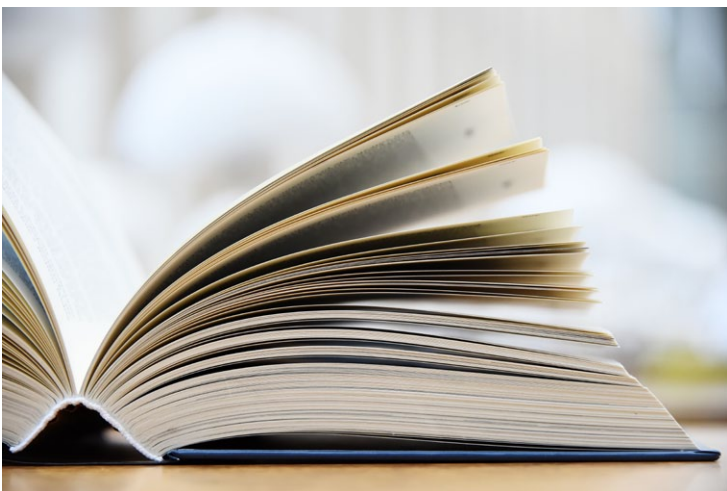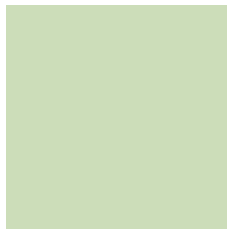## Ranch View Elementary School

Grades TK-5
CDS Code 36-67785-6110050

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Mountain View School District

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Principal's Message

Ranch View Elementary School is located in the southeastern corner of the city of Ontario, one of the largest growing cities in Southern California. Ontario thrives with booming industry, ever-increasing employment opportunities, prime residential real estate, and a close proximity to recreation and entertainment venues. Ontario's easily accessible location via three major freeways, two rail lines and an international airport has been a key factor in the city's dynamic growth. In addition, the city's five recreation and community centers are home to numerous activities, classes, and programs geared toward the development of the family and individual minds, young and old alike.

The purpose of the School Accountability Report Card (SARC) is to provide parents information about the school's instructional programs, academic achievements, materials, facilities and staff. Information about Mountain View School District is also provided.

We are committed to respecting and valuing each student's unique learning style and personality. Our goal is to provide activities and opportunities that will aid in the development of each student and build in them the ability and desire to become lifelong learners. We strive to provide a classroom environment that will lend itself to student engagement for active learning through whole class, small group, and peer-to-peer learning experiences. It is our endeavor to encourage learning through a positive environment that responds to students through praise for following the expectations for being responsible learners.

We want to ensure that learning be the outcome of teaching that embraces the differences in the way each student learns. It is our goal to reach each individual learner based on their own strengths and weaknesses through incorporating differential instruction to allow each student the opportunity to reach their own academic potential to the fullest extent possible. It is our intention that our students will leave our school and be prepared to meet the challenges of middle school with the skills and concepts they need to become responsible learners and ultimately responsible citizens.

Awards and Recognitions

1. Ranch View Elementary School was recognized as a California Distinguished School. This honor was bestowed upon us in 2010.
2. Ranch View Elementary School received the Educational Results Partnership (ERP) and the Campaign for Business and Education Excellence (CBEE) awards in 2009, 2010 and 2015.
3. During the 2015-16 school year, Ranch View Elementary School received the Energy Star recognition for superior energy performance.
4. Ranch View Elementary School was recognized for its successful development and implementation of its Positive Behavioral Interventions and Support (PBIS) program receiving the bronze and silver-level award.
5. Ranch View Elementary School is recognized as a Kindness Certified School, awarded in the 2018-19 school year.

Goals for 2019-20

1. Sustain efforts related to building students' mindset for preventing bullying and promoting kindness.
2. Continue efforts to improve communication between school and home.
3. Increase student mathematics and language arts skills through the weekly use of iReady and strategies acquired during professional development opportunities.
4. Continue to support student academic deficits through targeted interventions.
5. Maintain academic rigor through well-structured lessons with extension activities that support critical thinking and applied learning.

School Mission Statement

The primary mission of Ranch View Elementary School is to create and maintain a learning environment where all students are challenged, nurtured, and motivated to learn and grow.

The priorities include not only academic skills, but also the social, interpersonal, communicative and decision-making skills to become informed citizens in our democratic society.

Ranch View Vision

Ranch View is a place where children feel safe. It is a place where all children can learn to the best of their individual ability. It is a place where being a good citizen is expected, and those who live up to the challenge are rewarded. It is a place where all adults—certificated staff, classified staff and parents—work together for the good of the students. A dedicated and caring staff provides engaging opportunities for learning and set high goals for achievement. Students are encouraged to begin at their level, strive to meet and then go beyond the grade-level standards set by the state.

R - Respectful

O - Orderly

P - Prepared

E - Encouraging

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.

Mountain View School District Mission Statement

Mountain View School District is a school community whose members focus on the whole child: ensuring each child is safe, that each child's needs are met and that each child is provided an education of the highest quality.

Our continuing mission at Mountain View School District is to provide a foundation for sustained educational excellence for students and staff by setting clear goals and high expectations in a safe and trusting environment that supports individual success.

MVSD Governing Board

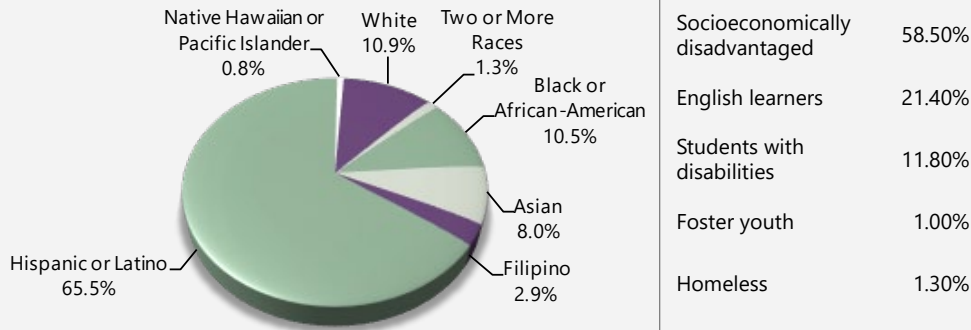| Members:	Served Since:
Ronald Newton	1993
Mike Sweeney	1996
Maureen Sweeney	2016
Dr. James Willingham	2018
Chris Taylor	2019

Enrollment by Student Group

The total enrollment at the school was 612 students for the 2018-19 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics

	2018-19 School Year

Native Hawaiian or Pacific Islander 0.8%
White 10.9%
Two or More Races 1.3%
Black or African-American 10.5%
Asian 8.0%
Filipino 2.9%
Hispanic or Latino 65.5%

Socioeconomically disadvantaged	58.50%
English learners	21.40%
Students with disabilities	11.80%
Foster youth	1.00%
Homeless	1.30%

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2018-19 school year.

2018-19 Enrollment by Grade

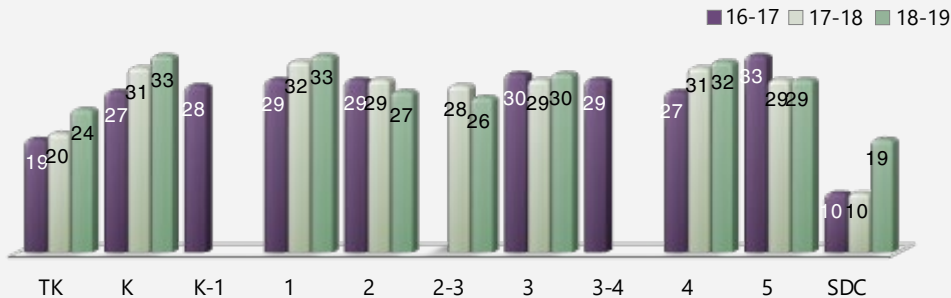| Grade	Students
K	114
1	101
2	104
3	105
4	100
5	88

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.

Average Class Size

	Three-Year Data

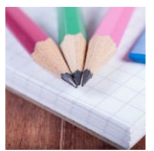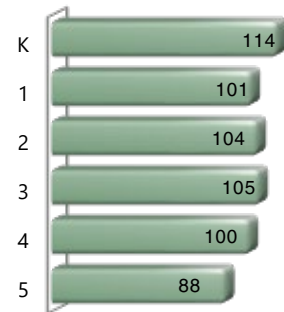■ 16-17   ☐ 17-18   ■ 18-19

	TK	K	K-1	1	2	2-3	3	3-4	4	5	SDC
16-17	19	27		29	29	28	30		27	33	10
17-18	20	31		32	29	26	29		31	29	10
18-19	24	33	28	33	27		30	29	32	29	19

Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates for the most recent three-year period. Note: Students are only counted one time, regardless of the number of suspensions.

Suspension and Expulsion Rates

Ranch View ES			
	16-17	17-18	18-19
Suspension rates	1.7%	0.9%	0.4%
Expulsion rates	0.0%	0.0%	0.0%

Mountain View SD			
	16-17	17-18	18-19
Suspension rates	2.2%	1.9%	1.5%
Expulsion rates	0.0%	0.0%	0.0%

California			
	16-17	17-18	18-19
Suspension rates	3.6%	3.5%	3.5%
Expulsion rates	0.1%	0.1%	0.1%

Number of Classrooms by Size

	Three-Year Data

Grade	2016-17			2017-18			2018-19		
	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
TK	1			1			1		
K		3			3				3
K-1		1							
1		2			3				3
2		3			3				3
2-3					1			1	
3		1			3				3
3-4		1							
4		3			3				3
5			3		3				3
SDC	2			2			2		

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

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

Percentage of Students Scoring at Proficient or Advanced					Two-Year Data	
	Ranch View ES		Mountain View SD		California	
Subject	17-18	18-19	17-18	18-19	17-18	18-19
Science	✧	✧	✧	✧	✧	✧

CAASPP Test Results in ELA and Mathematics for All Students (grades 3-8 and 11)

The table below shows the percentage of students meeting or exceeding the state standards in English language arts (ELA)/literacy and mathematics.

Percentage of Students Meeting or Exceeding State Standards					Two-Year Data	
	Ranch View ES		Mountain View SD		California	
Subject	17-18	18-19	17-18	18-19	17-18	18-19
English language arts/literacy	49%	59%	52%	53%	50%	51%
Mathematics	42%	48%	33%	35%	38%	40%

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	2018-19 School Year
Percentage of Students Meeting Fitness Standards	Ranch View ES
	Grade 5
Four of six standards	22.1%
Five of six standards	20.0%
Six of six standards	34.7%

✧ Not applicable.

California Assessment of Student Performance and Progress (CAASPP)

For the 2018-19 school year, the CAASPP consists of several key components, including:

California Alternate Assessments (CAA) test includes both ELA/literacy and mathematics in grades 3-8 and 11. The CAA is given to those students with the most significant cognitive disabilities whose current individualized education program (IEP) designates an alternate assessment.

Smarter Balanced Assessments include ELA/literacy and mathematics in grades 3-8 and 11. Smarter Balanced Assessments are designed to measure student progress toward college and career readiness.

The assessments under CAASPP show how well students are doing in relation to the state-adopted content standards. On each of these assessments, student aggregate scores are reported as achievement standards. For more information on the CAASPP assessments, please visit www. cde.ca.gov/ta/tg/ca.

CAASPP by Student Group: English Language Arts and Mathematics

The table on the following page displays the percentage of students that met or exceeded state standards in English language arts/literacy and mathematics for the school by student groups for grades 3-5.

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.
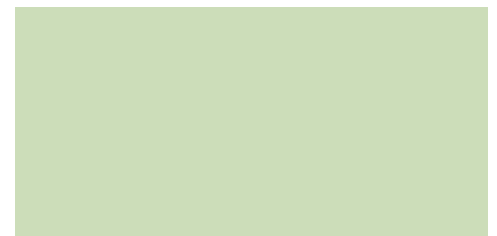
Note: The number of students tested includes all students who participated in the test whether they received a score or not. However, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Results by Student Group: English Language Arts (grades 3-5)

Percentage of Students Meeting or Exceeding State Standards					2018-19 School Year

English Language Arts

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	299	298	99.67%	0.33%	59.06%
Male	170	169	99.41%	0.59%	53.25%
Female	129	129	100.00%	0.00%	66.67%
Black or African-American	28	28	100.00%	0.00%	42.86%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	22	22	100.00%	0.00%	81.82%
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	201	200	99.50%	0.50%	53.00%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	32	32	100.00%	0.00%	81.25%
Two or more races	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	178	177	99.44%	0.56%	51.98%
English learners	77	77	100.00%	0.00%	50.65%
Students with disabilities	48	47	97.92%	2.08%	12.77%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.
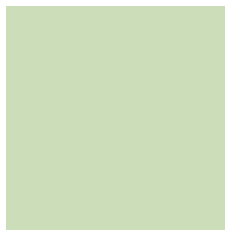
CAASPP Results by Student Group: Mathematics (grades 3-5)

Percentage of Students Meeting or Exceeding State Standards					2018-19 School Year

Mathematics

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	299	298	99.67%	0.33%	47.99%
Male	170	169	99.41%	0.59%	47.93%
Female	129	129	100.00%	0.00%	48.06%
Black or African-American	28	28	100.00%	0.00%	28.57%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	22	22	100.00%	0.00%	63.64%
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	201	200	99.50%	0.50%	40.00%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	32	32	100.00%	0.00%	84.38%
Two or more races	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	178	177	99.44%	0.56%	42.94%
English learners	77	77	100.00%	0.00%	38.96%
Students with disabilities	48	47	97.92%	2.08%	14.89%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

Textbooks and Instructional Materials

Mountain View School District sets a high priority upon ensuring sufficient and current textbooks and materials are available to support our school's instructional program and on providing our students with textbooks in the core subject areas.

The district held a public hearing in September 2019, and determined that each school within the district has sufficient, good-quality textbooks and instructional materials pursuant to the settlement of Eliezer Williams, et al., vs. State of California, et al. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. A committee consisting of administrators and teachers establishes selection criteria based on state standards, reviews instructional materials on the state list, and makes recommendations to the board of trustees for final adoption. The district affords stakeholders and staff (including teachers) the opportunity to carefully review the available textbook options.

All textbooks at Ranch View Elementary School are in adequate supply and in fair to excellent condition. The school and district place great emphasis on providing students with the most up-to-date state-adopted textbooks and instructional materials; 100 percent of students in each core subject area possess the necessary textbooks and instructional materials.

When selecting new instructional materials, we create a textbook-selection committee that consists of teachers and administrators. Teachers voluntarily pilot materials. Textbook displays are available for parents to view. Teachers have an opportunity to select their choice of materials. The recent English language arts, math and social studies textbook adoptions are state approved and approved by the Mountain View School District Board of Trustees.

The school's library is stocked with 32,839 books that are available for students to check out. The school's library contains a large collection of videos, audiotapes and materials in Spanish. Students visit the library on a weekly basis with their classes. A staff of three part-time media technicians instruct students on library usage and are available to answer questions.

Students receive computer-assisted instruction on a regular basis. Software programs, such as iReady, Math Facts in a Flash, English in a Flash, Front Row, Reading Eggs, Rosetta Stone to support language acquisition, and Splash Math develop comprehension and reading skills, technological skills, mathematical proficiency and English vocabulary. All of the classrooms at Ranch View Elementary School utilize wireless internet connections.

Mountain View School District is at the forefront of technology in the classroom. The power of the computer as a learning tool affords each student in grades K-8 an edge in the technological world of the 21st century. One of the goals of the Local Control and Accountability Plan (LCAP) and Local Control Funding Formula (LCFF) is to fund technology for students. Chromebooks and iPads have been provided for students to enrich their curriculum and instruction.

The District's Student Technology Implementation Plan is fully implemented at Ranch View School. Students in grades K-5 each have their own Chromebook to use in class (1:1). Students in transitional kindergarten have, at minimum, a set of ten touch-enabled devices per classroom (1:2.5). All classrooms are connected to the internet with all computers having internet access, and each classroom can access all software via our school network. Our district technology technicians assist the teachers and staff districtwide. We also have a site technology coordinator that provides support to site personnel as needed.

Visual and performing arts are integrated into the regular classroom setting through a variety of activities and instructional practices. All students receive music instruction every third week. Students in grades transitional kindergarten and kindergarten receive 20 minutes of instruction, while students in grades 1-5 receive 40 minutes. Each school year a minimum of two grade levels conduct a performance. Students attend local plays and musical performances as they become available. Assemblies provided by PTA funds also enrich students with theater, music and character education programs.

Textbooks and Instructional Materials List — 2019-20 School Year

Subject	Textbook	Adopted
Reading/Language Arts	*Journeys*, Houghton Mifflin (K-5)	2017
Mathematics	*My Math*, McGraw-Hill (K-5)	2016
Science	*California Science*, Harcourt (K-5)	2008
History/Social Science	*California History-Social Science: my World Interactive*, Pearson Scott Foresman & Prentice Hall (K-5)	2019
Comprehensive Curriculum	*Opening the World of Learning*, Pearson (TK)	2012
Digital Literacy	Common Sense Education/Digital Citizenship (K-5)	2018

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

2019-20 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

2019-20 School Year	
Data collection date	9/9/2019

Quality of Textbooks

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

Quality of Textbooks

2019-20 School Year	
Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes
Do all students, including English learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes

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. At the time of this school facility inspection, no deficiencies were found.

School Facility Good Repair Status	2019-20 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	Exemplary
Date of the most recent school site inspection	9/25/2019
Date of the most recent completion of the inspection form	9/25/2019

School Facilities

Ranch View Elementary School provides a safe and clean environment for students, staff and volunteers. The school is on 10 acres. School facilities were built in 1991, span approximately 51,000 square feet, and include the library, computer lab, food-service area, multipurpose room, two permanent classrooms, 36 portable classrooms and a playground, all of which are up-to-date and provide adequate space for students and staff. Modernizations were made in 1993 and 1999. The facility strongly supports teaching and learning through its ample classroom and playground space and a staff resource room.

Safety: The safety of students and staff is a primary concern of Ranch View Elementary School. All entrance gates are secured throughout the day. The school is a closed campus; all visitors must sign in at the office and wear identification badges while on school grounds. During recess, lunch, and before and after school, adult supervision is provided by administration, teachers and classified staff to ensure safety of the students throughout the school day.

Cleaning Process: A team of one full-time maintenance lead, one full-time custodian and one part-time custodian ensure classrooms, restrooms and campus grounds are kept clean and safe. Ranch View visitors often acknowledge how clean and maintained the campus appears.

A scheduled maintenance program is administered by the Mountain View School District to ensure all classrooms and facilities are well maintained and provide a suitable learning environment.

Maintenance and Repair: District and school maintenance staffs make necessary repairs in a prompt and timely manner to keep the school in good working order. The maintenance supervisor and custodial staff take pride in providing the staff and students with a clean campus.

At the time this report was published, 100 percent of restrooms on campus were in good working order. A work-order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Ranch View Elementary School was enhanced with the following improvements:

1. All school portable exterior walls were painted.
2. All perimeter doors and trim were painted in the main building.
3. All primary grade boys' bathrooms were upgraded with new linoleum flooring.

The Mountain View School Board regards safety of students and staff as a top priority. The front office entrance was reconstructed for a visitor/community entrance, and new front gates were installed. A camera/monitor was added to the front office to ensure ongoing student safety, and parents report/exit through the front office. New cameras throughout the campus were installed this year.
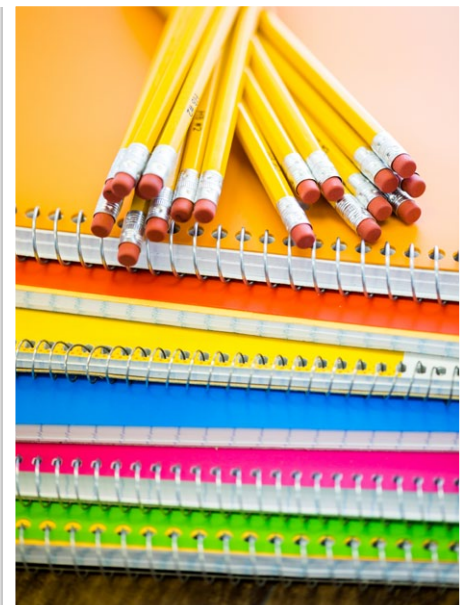
School Safety

The Emergency Preparedness Plan is available for parents at the beginning of each school year. The plan includes steps for ensuring student and staff safety during a disaster. Campus safety is the No. 1 priority at Ranch View Elementary School. The school principal conducts earthquake, fire, lockdown and other emergency drills monthly in accordance with the site disaster plan. Each year in October, the school participates in The Great California ShakeOut earthquake drill. The campus contains emergency supplies, food, water and rescue equipment.

The Emergency Preparedness Plan was adopted and implemented in December 1998. It is reviewed and revised annually and approved at the November/December board meetings every year. It was most recently reviewed with staff in October 2019 for changes that may have been added or deleted. The School Site Safety Plan was designed to assist preparing for emergencies, managing emergency response efforts and maintaining a safe school environment. The plan requires identification of security needs, development of prevention and intervention techniques, evaluation of physical facilities, and communication with staff and students.

Components of the Emergency Preparedness Plan include strategies and programs that will provide and maintain a high level of school safety, assess current school crime occurring on campus and at school functions, and address procedures related to the compliance of existing laws as they affect school safety.

Ranch View Elementary supported by the Mountain View School Board continues to improve campus security and maintain procedures and policies to ensure staff and student safety.

Parental Involvement

Ranch View Elementary School has an open invitation to its community to allow for participation and involvement in contributing to the success of our students. An active Parent Teacher Association (PTA) lends itself to many fundraising activities that provide monetary support to the school's instructional program. The contribution of extra funds goes toward sponsoring field trips, assemblies, technology support, library materials and student incentives.

The community support is also a part of the day-to-day learning environment. Teachers receive ongoing support through parent volunteers who assist in the classroom as needed.

The inclusion of our community is also realized in the active participation in our School Site Council (SSC); our English Learner Advisory Committee (ELAC); our Wellness Committee; and the School Safety Committee. Parents also have the opportunity to provide valuable input through our parent survey in all key areas associated with our school and the social and academic welfare of our students.

For more information on how to become involved, contact Principal Adrena Edmonds or PTA President Vibianna Ramirez at (909) 947-5545.

Ranch View Elementary School

Educating Students One Day at a Time

Together "We Make It Happen!"

Professional Development

All training for curriculum development at Mountain View School District revolves around the California State Standards and Frameworks. Topics for training are determined by teacher need and feedback from teachers and administrators and focus on priorities indicated in the Local Control and Accountability Plan (LCAP). Professional development days for 2019-20 are cumulative district days, not individual teacher days.

For the 2017-18 school year, the focus was on individualizing professional learning for teachers. Teachers in grades 4-6 were invited to participate in a two-day Summer Math Institute focusing on the Standards for Mathematical Practices. All K-5 teachers received a full day of training on our new English language arts adoption, Journeys, while our transitional kindergarten (TK) teachers received training on learning strategies for small and large group time. An additional day of training for all TK-5 teachers focused on engaging learners through the Standards for Mathematical Practices. All teachers in grades 6-8 received training on raising rigor across the curriculum. A second day of training for 6-8 teachers was department based. Our Language Arts Department received training in the use of their new instructional materials. Our Math Department received advanced training in the use of their instructional materials from the publisher. Our History-Social Science Department received training in the shifts in the framework. Our Science Department received curricular design support in the shift to Next Generation Science Standards (NGSS). Our PE and elective teachers received training in disability awareness. Teachers are also provided four half-days to meet in their professional learning communities (PLC) to evaluate student data and plan for student success. **For the 2018-19 school year**, the focus was on providing individualized professional learning. Teachers in grades TK-6 were invited to participate in a two-day Summer Math Institute. The training was provided by grade span: TK-3 and 4-6. Training was provided to all teachers (TK-8) focused on working with students with special needs. Department training was also provided in grades 6-8, targeting specified needs, which included topics such as: Next Generation Science Standards, Mathematics, Advancement Via Individual Determination (AVID) Strategies, pacing guide development and CPR & First Aid Certification. Training for specialized elective teachers was provided through state and local conferences. Ongoing training throughout the year focused on the areas of mathematics, transitioning to NGSS and supporting students with special needs. **For the 2019-20 school year**, the focus was on providing individualized professional learning. Elementary teachers in TK-5 and middle school social studies teachers in 6-8 were provided training in regards to our new board-adopted curriculum. Elementary teachers in TK-5 and middle school English language arts and mathematics teachers were provided iReady training regarding how to utilize the diagnostic and instruction components of iReady. Teachers in grades TK-8 were invited to participate in a single day Summer Math Institute. The training was provided by grade span: TK-3, 4-5, 6-8 and special education staff. A behavioral-mental health training was provided to all teachers (TK-8) focused on working with students with special needs. Department training was also provided in grades 6-8, targeting specified needs, which included topics such as: Next Generation Science Standards, mathematics, and CPR & First Aid certification. Training for specialized elective teachers was provided through state and local conferences. Ongoing training throughout the year focused on the areas of mathematics, transitioning to NGSS and supporting students with special needs.

The principal provides site-based staff development during monthly staff development meetings based on site need and priorities as determined in the Single Plan for Student Achievement (SPSA). Funding sources include Title II, Educator Effectiveness, and Local Control Funding Formula (LCFF). Other educational opportunities, including conferences and workshops, are afforded to teachers and grade levels/departments based on need. Many teachers improve their skills and knowledge of the curriculum by continuing their education through workshops, conferences and university courses.

Types of Services Funded

In addition to general fund and state funding, Mountain View School District received state and federal categorical funding for the following categorical, special education and support programs:

- Special Education: IDEA Part B, Section 611, Local Assistance Entitlement
- Special Education: Mental Health Services funding
- No Child Left Behind (NCLB): Title II, Part A, Teacher Quality
- NCLB: Title III, Limited English Proficiency (LEP) student program
- Medi-Cal billing
- Lottery: Instructional Materials
- Lottery: Unrestricted
- Low Performing Student Block Grant

Professional Development Days	Three-Year Data		
	2017-18	**2018-19**	**2019-20**
Number of school days dedicated to staff development and continuous improvement	4	5	44

Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit www.ctc.ca.gov.

Teacher Credential Information		Three-Year Data		
	Mountain View SD	Ranch View ES		
Teachers	19-20	17-18	18-19	19-20
With a full credential	104	25	26	24
Without a full credential	0	0	0	0
Teaching outside subject area of competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note that total teacher misassignments includes the number of teacher misassignments of English learners.

Teacher Misassignments and Vacant Teacher Positions	Three-Year Data		
	Ranch View ES		
Teachers	17-18	18-19	19-20
Teacher misassignments of English learners	0	0	1
Total teacher misassignments	0	0	0
Vacant teacher positions	0	0	0

Home of the Wranglers!

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).

Academic Counselors and School Support Staff Data	
2018-19 School Year	
	Ratio
Academic counselors	✧
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	0.25
Library media teacher (librarian)	0.00
Library media services staff (paraprofessional)	1.50
Psychologist	0.50
Social worker	0.00
Nurse	0.25
Speech/language/hearing specialist	1.00
Resource specialist (nonteaching)	1.00

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 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.

✧ Not applicable.

Financial Data

The financial data displayed in this SARC is from the 2017-18 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	2017-18 Fiscal Year	
	Mountain View SD	**Similar Sized District**
Beginning teacher salary	$50,391	$49,378
Midrange teacher salary	$84,308	$77,190
Highest teacher salary	$100,000	$96,607
Average elementary school principal salary	$121,249	$122,074
Average middle school principal salary	$122,965	$126,560
Superintendent salary	$196,141	$189,346
Teacher salaries: percentage of budget	37%	36%
Administrative salaries: percentage of budget	6%	6%

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	2017-18 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	**Annual Average Teacher Salary**
Ranch View ES	$5,627	$83,794
Mountain View SD	$8,608	$85,367
California	$7,507	$77,619
School and district: percentage difference	-34.6%	-1.8%
School and California: percentage difference	-25.0%	+8.0%

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	
2017-18 Fiscal Year	
Total expenditures per pupil	$6,802
Expenditures per pupil from restricted sources	$1,176
Expenditures per pupil from unrestricted sources	$5,627
Annual average teacher salary	$83,794
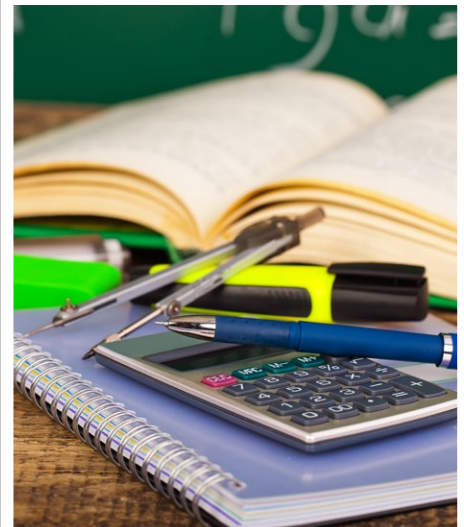
Expenditures Per Pupil

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.