

Mountain View Elementary School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Mountain View Elementary School
Street	6180 Streeter Avenue
City, State, Zip	Riverside, CA 92504-1253
Phone Number	(951) 788-7433
Principal	Kathy Doubravsky
Email Address	kdoubravsky@rusd.k12.ca.us
Website	http://mountainview.riversideunified.org/
County-District-School (CDS) Code	33-67215-6032734

Entity	Contact Information
District Name	Riverside Unified School District
Phone Number	(951) 788-7433
Superintendent	David C. Hansen, Ed.D.
Email Address	dchansen@rusd.k12.ca.us
Website	www.rusd.k12.ca.us

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

Mountain View Elementary School is dedicated to all students' learning, developing students that think critically, respect others, and have many opportunities for academic success and to apply their knowledge. We foster a shared leadership, involve our parents and community and pride ourselves in making and encouraging positive choices. Our goal is for our students to be prepared with all skills and knowledge they will need to be successful in future academic or career paths.

Our ultimate goal at Mountain View is to help each and every student reach the highest level of academic success in a safe and welcoming environment. At Mountain View, collaboration between teachers, staff members, and families is critical. Our program prepares students for the future. We are instilling lifelong skills for our students to be college and career ready. All students receive instruction that supports mastery of the California Common Core State Standards. Teachers regularly meet to discuss effective teaching strategies, and analyze data to determine what steps need to be taken to ensure that our students develop a deep understanding of the California Common Core State Standards. Our goal is that students can understand at a level that they not only can explain in academic terms, concepts, and skills, but that they can teach it!

Mountain View is a Title 1 school, with approximately 900 students, located in Riverside Unified School District. The school opened in 1956. We have implemented several programs to help students be successful:

To help our students fully master the California Common Core State Standards, teachers have had extensive staff development in Language Arts and Math. Assessments are common core standard aligned. Our after school Hearts program is offered to students in grades 1 - 6 to provide homework assistance, enrichment programs and clubs. We have several clubs on campus including Student Council, Girls Who Code, Boys Coding Club and 100 Mile Club. We have a Primary Intervention program for students who are reading below grade level in grades K-3. Our intervention teacher works closely with the classroom teachers to strategically plan effective lessons based on the Reading Foundational Skills. Our goal is to have all students reading by third grade. Intensive reading support is provided daily for students in the classroom and through the primary intervention program. Progress monitoring is a key part of the program. This year, WonderWorks is offered as a "push-in" model to our 4-6 grade students. WonderWorks supports struggling readers and writers through research-based, data-driven, systematic instruction. WondersWorks rapidly accelerates students back to grade-level standards and promotes literacy by building foundational skills, developing close reading skills, providing differentiated instruction with scaffolded support, and informing instruction through assessment. For students who have special needs, health impairments, or learning disabilities, we have a Student Study Team, 1 Resource Specialist Program Teacher, 4 Special Day Class Teachers for preschool and grades 3-4 and 5-6, 2 Speech Pathologists, a school Psychologist and a Student Assistant Plan (SAP) Counselor.

Mountain View offers Dual Language Immersion (Spanish/English) beginning in Kindergarten using the 90/10 model. Our Dual Language Immersion program began in the 2013-14 school year with Kindergarten only. One grade-level per year will be added through the 2019-20 school year when all grades K-6 will be included. Our Dual Language Immersion teachers are all state certified (BCLAS) and receive specialized training in order to provide the highest quality instruction in respect to language development and academics.

This year, we have made great strides to incorporate technology in the classroom. Each student in grades 3-6 have their own Chromebook and grades K-2 enjoy the use of digital devices at a ratio of one device to every two students. We have purchased Accelerated Reader and Lexia to motivate reading as well as ST Mathematics to support mathematical conceptual learning and grade level standards. In addition, students use the computers to research, write reports, collaborate, complete homework, communicate with staff, build computer skills and for educational games.

Our Positive Behavior Initiative (PBIS) program and PBIS team has worked to improve school-wide social skill expectations and the program. Along with the Six Pillars of Character Counts we have incorporated social skills that are taught every week. We have created a series of incentives for our students who practice positive behavior on campus.

We have a great working team at Mountain View and it is a true privilege to work with an amazing group of students and a team of hard working professionals who work together to make Mountain View an extraordinary place to learn!

Special Programs:

Dual Immersion Program (K-6th)

Advanced Via Individual Determination (AVID 3-6th grade)

K-3 Early Literacy Reading Routines & Intervention (DIBELS/IDEL)

WonderWorks (4th-6th grades)

Special Day Classrooms

GATE

Clubs:

Girls Who Code

Boys Coding Club

Band

Hearts

100 Mile Club

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

Grade Level	Number of Students
Kindergarten	150
Grade 1	114
Grade 2	123
Grade 3	114
Grade 4	104
Grade 5	113
Grade 6	115
Total Enrollment	833

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	4.9
American Indian or Alaska Native	0.5
Asian	2.2
Filipino	0.5
Hispanic or Latino	80.3
Native Hawaiian or Pacific Islander	0.4
White	10.6
Two or More Races	0.5
Socioeconomically Disadvantaged	79.5
English Learners	31.1
Students with Disabilities	9.8
Foster Youth	0.1
Homeless	8

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	43	42	41	1768
Without Full Credential	0	0	0	13
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	38

Teacher Misassignments and Vacant Teacher Positions

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

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: September 2019

The table displays information collected in in September 2019 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

It was determined that each RUSD school had sufficient and good quality textbooks, instructional materials, or science lab equipment, where appropriate, pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a 6-year cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption

Riverside Unified School District adopts instructional materials on a regular schedule based on State adoptions. All students receive appropriate, up-to-date instructional materials for use in the classroom and at home. All materials currently in use have been selected by the staff with parent input, and approved by the Board of Education according to state adoption requirements. Teachers are provided training in the use of new materials.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Macmillan McGraw-Hill: Wonders, 3-6 / Maravillas (adopted 2016) Amplify Education, Inc.: CA Core Knowledge, (Adams, Bryant , Franklin, K-6) (adopted 2016) Houghton Mifflin Harcourt: Read 180 Universal/Next Generation System 44 (adopted 2017) McGraw Hill: California Wonders TK-2 (adopted 2019)	Yes	0%
Mathematics	Great Minds: Eureka, TK-6 / Eureka (adopted 2018) Pearson: Opening the World of Learning (OWL), TK (adopted 2015)	No	0%
Science	McGraw Hill: California Science, K-5 / Ciencias (adopted 2007) Pearson: Opening the World of Learning (OWL), TK (adopted 2015) Amplify Science 6 only (adopted 2019)	No	0%
History-Social Science	Harcourt: Reflections, K-6 / Reflexiones (adopted 2006) CKHG Core Knowledge Foundation History Geography (adopted 2017) Pearson: Opening the World of Learning (OWL), TK (adopted 2015)	No	0%
Health	Healthy Me 3-6 Family Life (adopted 2009)	No	N/A

School Facility Conditions and Planned Improvements (Most Recent Year)

Year Constructed: 1954
Last modernized: 2011
Lot Size: 12.7 Acres
38 Permanent Classrooms
5 Portable Classrooms
Library
Multi-Purpose Room
Indoor and Outdoor Cafeteria
Completely Air Conditioned

Riverside Unified School District maintains both 5 and 15 year major maintenance plans for all schools. These plans are located at the District's Maintenance and Operations Office and are available for review.

Riverside Unified School District has instituted a formal school facility inspection system based on State of California School Facility Condition Criteria. The State criteria consist of 13 building components typically found in school facilities.

Riverside Unified School District has allocated funds for the sole purpose of school maintenance pursuant to Education Code sections 17002(d), 17014, 17032.5, 17070.75(a), and 17089(b). The information below displays the number of individual maintenance work orders completed in the last 12 months and the assessed value of the work completed.

Mt. View has a full time custodial staff who along with other district personnel maintain the grounds and facilities.

of Work Orders = 398
Labor Hours = 1778.55
Assessed Value of Work = \$84593.27

School Facility Good Repair Status (Most Recent Year)

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

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: 9/12/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	Boys RR: 1 light bulb out, dirty exhaust vent Boys RR: Dirty exhaust vent and 1 light bulb out Boys RR: Dirty exhaust vent, loose faucet at sink, and peeling paint on wall Classroom 14: Dirty exhaust vent and webs in various locations Observation: 1 light bulb out

		<p>Classroom 29: Loose lens on light fixture, hole in wall near sink, 3 stained ceiling tiles, and loose handle at sink</p> <p>Girls RR: 1 light fixture out, 1 light bulb out, and dirty exhaust vent</p> <p>Girls RR: Dirty exhaust vent</p> <p>Girls RR: Dirty exhaust vent, peeling paint over toilet</p> <p>Girls RR: Hole behind stall door</p> <p>Library: 4 recessed light fixtures out, webs along windows/corners of room, loose shelf bookcase (wall), 1 stained ceiling tile</p> <p>MPR: Webs along corners, intake vents dirty, 16 light bulbs out</p>
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	<p>Classroom 11: Webs along high point of ceiling and windows</p> <p>Classroom 14: Dirty exhaust vent and webs in various locations Observation: 1 light bulb out</p> <p>Classroom 19: Ants at sink and webs along high point in ceiling and windows</p> <p>Classroom 26: Webs around windows and behind projection board</p>
Electrical: Electrical	Good	Girls RR: 1 light fixture out, 1 light bulb out, and dirty exhaust vent
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	<p>Boys RR: Dirty exhaust vent, loose faucet at sink, and peeling paint on wall</p> <p>Boys RR: Urinal does not flush</p> <p>Classroom 29: Loose lens on light fixture, hole in wall near sink, 3 stained ceiling tiles, and loose handle at sink</p>
Safety: Fire Safety, Hazardous Materials	Good	<p>Boys RR: Dirty exhaust vent, loose faucet at sink, and peeling paint on wall</p> <p>Classroom 21: Peeling paint around windows</p> <p>Classroom 23: Webs along windows, peeling paint around windows</p>
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Playground: Rubber surface has many cracks/shrinkage
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	42	42	49	51	50	50
Mathematics (grades 3-8 and 11)	31	33	35	36	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	449	443	98.66	1.34	41.53
Male	233	231	99.14	0.86	39.83
Female	216	212	98.15	1.85	43.40
Black or African American	18	18	100.00	0.00	38.89
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	373	368	98.66	1.34	39.13
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	42	41	97.62	2.38	60.98

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	374	369	98.66	1.34	37.94
English Learners	188	184	97.87	2.13	38.59
Students with Disabilities	66	66	100.00	0.00	18.18
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	41	37	90.24	9.76	45.95

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	450	448	99.56	0.44	33.48
Male	234	234	100.00	0.00	35.04
Female	216	214	99.07	0.93	31.78
Black or African American	19	19	100.00	0.00	21.05
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	373	372	99.73	0.27	30.38
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	42	41	97.62	2.38	51.22
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	375	374	99.73	0.27	30.21
English Learners	188	188	100.00	0.00	30.32
Students with Disabilities	66	66	100.00	0.00	9.09
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth					
Homeless	42	42	100.00	0.00	26.19

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

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

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

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

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	21.1	25.4	19.3

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement (School Year 2019-20)

The parent involvement contact for this school is Assistant Principal, Lee Ann Thomazin who can be contacted at (951) 788-7433.

Parents are an essential part of their child's education. Mountain View recognizes this by providing multiple opportunities for parents to become involved. Parents are involved through School Site Council (SSC), English Language Advisory Council (ELAC), Parent Teacher Association (PTA) and volunteering in classrooms and in a variety of support roles throughout the school. To support parental involvement and education, parents are provided parent handbooks, parent flyers, informational bulletin boards, as well as home-to-school communication in both English and Spanish. The school maintains an informational website expressly for keeping our community up-to-date. Parents are offered training and workshops such as Family Math Nights, Family Literacy Nights, and Family Coding Nights. Mountain View also hosts parent classes on campus in association with the Family Resource Center to offer Basic Computer classes, Early Literacy classes and PIQUE for parents to be able to help their children at home, as well as ongoing targeted training during ELAC and SSC meetings and other opportunities identified to address specific needs or interests of our parent community.

Back-to-School Night, Open House, and PTA meetings are all avenues for parental involvement that support and align with increased student achievement. Additional strategies for ensuring high levels of parental participation include providing incentives, childcare services, translators, and substitutes when necessary to allow teachers to interact with parents. Parents are also provided with regular progress monitoring including progress reports, report cards, parent conferences, notes home, and telephone calls.

Parents are encouraged to support Mountain View 's mission, vision, and common commitments in the following ways:

- Ensure that their child is at school every day.
- Ensure that their child arrives on time every school day.
- Ensure that their child remains in class the entire school day.
- Ensure that absences are for illnesses only.
- Ensure that homework is completed to the best of the child's ability and returned daily.
- Make contact with the teacher to clarify questions, assignments, or concerns.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	2.2	1.4	0.9	3.6	3.8	4.4	3.6	3.5	3.5
Expulsions	0.1	0.0	0.0	0.2	0.2	0.3	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

The School Site Council or the Site Safety Committee is responsible for the development and updating of the school's Comprehensive Safety Plan. A Site Comprehensive Safety Plan Checklist is provided by the Pupil Services Department to give guidance on what should be included in the School's Safety Plan. The Safety Plan is discussed with staff, evaluated, amended/reviewed/updated by January 31 of each year. The school's safety committee makes monthly safety inspections. A school Disaster Preparedness Plan that deals with a wide variety of emergency situations is incorporated into the School Safety Plan. Earthquakes, fire, lock-down/lock-out, and active shooter/intruder drills are conducted as required. The key elements of the Comprehensive School Safety Plan include an assessment of current status of school crime; provisions of any school wide dress code including the definition of "gang related apparel"; safe movement of pupils, parents and school employees to and from school; strategies in maintaining a safe and orderly school environment; visitors on campus; child abuse reporting procedures; disaster procedures, routine and emergency; policies related to suspensions, expulsion or mandatory expulsion and other school designated serious acts which would lead to suspension or expulsion, notification to teachers, anti-bullying policy, discrimination/harassment, and school discipline rules and procedures pursuant to EC 35291 and EC 35291.5. The school also has an assigned School Resource Officer (SRO).

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	22	1	5		24		6		25		6	
1	27		4		25		5		23	3	2	
2	24	2	2		27		4		26		4	
3	27		4		25	2	2		26		5	
4	27		4		24	1	4		19	3	1	
5	32		2	1	26		4		28		2	2
6	28	1	2	1	26	1	2	1	29	1		4
Other**	9	1										

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

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

Title	Ratio
Academic Counselors*	.0

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.0
Other	1.5

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	7666.84	1505.33	6161.51	82857.46
District	N/A	N/A	6650.57	\$94,861.00
Percent Difference - School Site and District	N/A	N/A	-7.6	-24.2
State	N/A	N/A	\$7,506.64	\$82,403.00
Percent Difference - School Site and State	N/A	N/A	-20.1	-11.2

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

Mountain View Elementary School received the following Categorical Program/Supplemental funds which can be used to provide the following services:

\$129,243 Local Control Funding Formula (LCFF): for increased or improved services for Low Income Students, English Learners, or Foster Youth for site goals in alignment with the RUSD Local Control Accountability Plan

\$160,048.41 Title I: supplemental services and materials to assist at-risk students at risk of not meeting state academic standards

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$59,843	\$48,612
Mid-Range Teacher Salary	\$88,263	\$74,676
Highest Teacher Salary	\$115,432	\$99,791

Category	District Amount	State Average For Districts In Same Category
Average Principal Salary (Elementary)	\$133,086	\$125,830
Average Principal Salary (Middle)	\$143,359	\$131,167
Average Principal Salary (High)	\$149,282	\$144,822
Superintendent Salary	\$303,086	\$275,796
Percent of Budget for Teacher Salaries	38%	34%
Percent of Budget for Administrative Salaries	6%	5%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	5-10	5-10	5-10

2017-2018

Instructional staff were provided with six half-day release days of professional development in support of planning and instruction through the inquiry cycle. During these MTSS (Multi-Tier System of Support) meetings, teams discussed possible instructional responses and commit to a planned response. With each successive convening, they evaluated the impact of their planned responses using new formative data, and repeated the learning cycle. Mountain View teachers in grades kindergarten through second grade worked directly with a consultant from Literacy & Learning Systems LLC, Dr. Leonard for 7 days. The consultant supported K-2 teachers with planning for Tier 1 Instruction of Standards for Reading Foundational Skills and ELA/ELD Standards through a data based problem solving process aligned with research-based instructional practices. Teachers in grades third and fourth will receive four days (including Instructional Design Days and Learning Round days) working directly with the support of InnovatedEd to focus the refinement of professionals' skills and practices in the areas of formative and summative assessment, data analysis, instructional planning, and evaluation of learning outcomes. Instructional staff were able to select training from the district's online professional development system which included many instruction-related topics. Some trainings are offered during the school day and others are offered after school. Mountain View administrators continue to work with instructional staff providing coaching of teachers and teams. Professional development specific to programs such as Dual Language Immersion and AVID Elementary are provided in both on-site and off-site models by the District. Teachers new to the profession were afforded the benefit of our district Beginning Teachers Support and Assessment Program wherein coaching, modeling, observation visits and competencies practices are incorporated. Instructional staff were able to select training from the district's online professional development system which included many instruction-related topics. Some trainings were offered during the school day and others are offered after school.

Below is a list of professional development attended by our teachers and other staff provided by the district:

- Gateway/K-2 Institute
- Early Numeracy
- AVID Elementary
- Dual Language Immersion
- Restorative Practices

2018-2019

The Riverside Unified School District and Mountain View Elementary School are committed to provide high-quality, research-based professional development to all of its teachers. School administrators, teachers, and paraprofessionals attended district and site-based professional development activities, as well as outside conferences and trainings relevant to current curriculum, instructional programs or student well being.

Teachers were supported during the implementation of various strategies delivered at trainings through a variety of methods. Administration and site mentors (Math, Technology, Early Literacy, ELA/ELD, English Learner personnel and mentors) were all available to assist and troubleshoot. In addition, teachers in grades 3-6 were offered two release days and K-2 are offered 3 release days with their grade level teams to discuss upcoming units of instruction in conjunction with the standards and how they can incorporate the researched based strategies they were trained on. Evidence of learning was portrayed through formal and informal testing data. Communication through principal-teacher conferences, walk-through feedback, and staff meetings were also methods of support.

All teachers TK-6 are attending 3 district Math PD days which includes the alignment of the California Common Core State Standards for mathematics with the district's new math curriculum adoption by Eureka. The district also provided 1 day of PD to all teachers grades TK-6 in the Danielson Framework.

Below is a list of professional development attended by our teachers and other staff provided by the district:

- Gateway/K-2 Institute
- Early Numeracy
- Eureka Math
- AVID Elementary
- Dual Language Immersion
- Restorative Practices
- Shared Leadership Systems
- Instructional Design and Rounds
- Danielson Framework

2019-2020

Staff development is provided through meaningful activities that assist teachers in staying abreast of new techniques and methodologies in educational topics have focused on improving and meeting the current standards, increasing the rigor in the core curriculum, and effective teaching strategies for English Learners. Our teachers have been trained on ELA/ELD and Math Common Core Standards. We have also had training on Eureka, ST Math, DIBELS, IDEL, ELPAC, Next Generation Science Standards, Amplify, AVID Elementary, and SELSocial and Emotional Learning. We have attended conferences, provided staff development on campus after school and provided individual mentoring support through our district Instructional Service Specialist and Staff Developers. Staff development activities reflect a planned, focused and coordinated program which addresses both individual and school wide goals. Staff members are involved in the process of identifying areas of need in order to set interventions for students during small group instruction time. Staff development activities concentrate on improving the school program for students and upgrading skills of the school staff in order to increase student achievement. We work collaboratively with the district by having site teachers represent us at the district committee meetings. Our focus this year in 19-20 is intensive explicit instruction during small group instruction.

The highly qualified staff members at Mountain View collaborate regularly during Wednesday minimum days to support student learning. During these curriculum planning and collaboration afternoons, grade-level teams use student achievement data to examine program effectiveness and develop intervention strategies in order to provide an exemplary learning environment for all students. From that process, suggestions are made for whole school staff development opportunities to ensure academic gains for all students. The weekly collaboration afternoons are planned at the beginning of the year and include grade-level and whole staff opportunities for professional growth and collaboration.