

# Mountain View Elementary School

## School Accountability Report Card

### Reported Using Data from the 2014-15 School Year

### Published During 2015-16

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 Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

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

#### DataQuest

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

#### Internet Access

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

## About This School

#### Contact Information (Most Recent Year)

School 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	Paula Allbeck
E-mail Address	<a href="mailto:pallbeck@rusd.k12.ca.us">pallbeck@rusd.k12.ca.us</a>
Web Site	<a href="http://www.rusdlink.org/Domain/31">http://www.rusdlink.org/Domain/31</a>
Grades Served	P-6
CDS Code	33-67215-6032734

District Contact Information	
District Name	Riverside Unified
Phone Number	(951) 788-7433
Superintendent	David C. Hansen, Ed.D.
E-mail Address	dchansen@rusd.k12.ca.us
Web Site	www.rusd.k12.ca.us

### School Description and Mission Statement (Most Recent Year)

It is the mission of the Mountain View staff and faculty to provide daily first best instruction and academic support for all students so that they can be prepared for college and career with twenty-first century skills leading to lifelong success.

Mountain View is a an elementary school in the Riverside Unified School District serving students from preschool through grade 6. Our community enjoys diversity across languages and cultures. Diversity is a hallmark of our staff as well with teachers holding advanced expertise in language, mathematics, literacy, instructional technology, and more.

Mountain View offers Dual Language Immersion (Spanish/English) beginning in Kindergarten. 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 and receive specialized training in order to provide the highest quality instruction in respect to language development and academics.

Mountain View Elementary School provides other signature programs and practices to ensure optimal student engagement and learning. Mountain View Elementary School is an AVID Elementary school providing students instruction in college preparatory skills and habits. At Mountain View, we are building a personalized learning approach to instruction and student engagement leveraging students' strengths and interests as they achieve Common Core Standards proficiency. Students in grades three through six are provided with laptop computers for use in the classroom and for homework. Students in grades K-2 enjoy the use of digital devices at a ratio of one device to every two students.

Mountain View Elementary School seeks to fulfill its mission by providing a safe, orderly, and scholarly learning environment that irresistibly engages all students while preparing them for success as citizens of the twenty-first century.

### Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Kindergarten	117
Grade 1	104
Grade 2	106
Grade 3	100
Grade 4	112
Grade 5	120
Grade 6	104
Total Enrollment	763

**Student Enrollment by Group (School Year 2014-15)**

Student Group	Percent of Total Enrollment
Black or African American	3.5
American Indian or Alaska Native	0.1
Asian	2
Filipino	0.3
Hispanic or Latino	82.2
Native Hawaiian or Pacific Islander	0.5
White	9.7
Two or More Races	0.3
Socioeconomically Disadvantaged	84.3
English Learners	35
Students with Disabilities	8.4
Foster Youth	1.2

**A. Conditions of Learning****State Priority: Basic**

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

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

**Teacher Credentials**

Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	35	33	37	1855
Without Full Credential	0	0	0	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

**Teacher Misassignments and Vacant Teacher Positions**

Indicator	2013-14	2014-15	2015-16
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.

### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
<b>This School</b>	100.0	0.0
<b>All Schools in District</b>	93.6	6.4
<b>High-Poverty Schools in District</b>	93.3	6.7
<b>Low-Poverty Schools in District</b>	95.0	5.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

**Year and month in which data were collected:** 10/2015

Materials Sufficiency Board Meeting Date: October 5, 2015

The table displays information collected in October 5, 2015 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.

Comprehensive curriculum (ELA, Math, Science, History-Social Science) Pearson: Opening the World of Learning (OWL) adopted in 2015.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Macmillan McGraw-Hill: California Treasures, K-2 (Adopted in 2013) Houghton Mifflin Reading: A Legacy of Literacy, 3-6 (Adopted in 2002) Scholastic - Read 180/System 44 (Adopted in 2010)	Yes	0%
<b>Mathematics</b>	Pearson Education: enVision Math California Common Core 2015, K-6	Yes	0%
<b>Science</b>	McGraw Hill: California Science, K-6 (Adopted in 2007)	Yes	0%
<b>History-Social Science</b>	Harcourt: Reflections, K-6 (Adopted in 2006)	Yes	0%
<b>Visual and Performing Arts</b>	Elementary Music Program and Standards-based Arts Lessons		0%

## School Facility Conditions and Planned Improvements (Most Recent Year)

Year Constructed: 1954  
Last modernized: 2011  
Lot Size: 12.7 Acres  
36 Permanent Classrooms  
7 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. Mt. View Elementary School completed their school site inspection on 10/12/2015.

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

# of Work Orders = 379  
Labor Hours = 1,138.16  
Assessed Value of Work = \$48,144.85

## School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 10/12/2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces		X		
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains		X		
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

**Overall Facility Rating (Most Recent Year)**

Year and month in which data were collected: 10/12/2015				
Overall Rating	Exemplary	Good	Fair	Poor
		X		

**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], Science California Standards Tests); and
- The percentage of pupils 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

**California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)**

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	30	43	44
Mathematics	21	33	33

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.

**CAASPP Assessment Results - English Language Arts (ELA)****Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	108	101	93.5	52	27	15	5
	4	116	114	98.3	50	25	13	11
	5	120	114	95.0	35	27	28	10
	6	102	101	99.0	28	34	34	5
Male	3		49	45.4	43	27	22	6
	4		47	40.5	45	28	17	11
	5		59	49.2	39	27	24	10
	6		47	46.1	30	36	32	2
Female	3		52	48.1	62	27	8	4
	4		67	57.8	54	24	10	12
	5		55	45.8	31	27	33	9
	6		54	52.9	26	31	35	7
Black or African American	3		3	2.8	--	--	--	--
	4		3	2.6	--	--	--	--
	5		1	0.8	--	--	--	--
	6		5	4.9	--	--	--	--
American Indian or Alaska Native	5		1	0.8	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Asian	3		2	1.9	--	--	--	--
	4		1	0.9	--	--	--	--
	5		2	1.7	--	--	--	--
	6		4	3.9	--	--	--	--
Filipino	3		1	0.9	--	--	--	--
	4		1	0.9	--	--	--	--
Hispanic or Latino	3		85	78.7	56	24	13	6
	4		94	81.0	50	24	14	12
	5		93	77.5	34	26	30	10
	6		80	78.4	29	34	31	6
Native Hawaiian or Pacific Islander	4		1	0.9	--	--	--	--
	6		1	1.0	--	--	--	--
White	3		8	7.4	--	--	--	--
	4		11	9.5	64	0	18	18
	5		15	12.5	40	27	20	13
	6		10	9.8	--	--	--	--
Two or More Races	3		0	0.0	--	--	--	--
Socioeconomically Disadvantaged	3		91	84.3	56	26	12	4
	4		100	86.2	52	28	13	7
	5		96	80.0	39	26	28	7
	6		83	81.4	30	34	31	5
Students with Disabilities	3		11	10.2	91	0	9	0
	4		17	14.7	82	18	0	0
	5		14	11.7	79	14	7	0
	6		14	13.7	79	21	0	0
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	108	103	95.4	51	27	17	4
	4	116	114	98.3	45	37	17	2
	5	120	115	95.8	45	35	13	6
	6	102	101	99.0	36	41	14	10
Male	3		50	46.3	42	26	26	6
	4		47	40.5	34	32	30	4
	5		60	50.0	45	30	13	10
	6		47	46.1	32	45	17	6
Female	3		53	49.1	60	28	9	2
	4		67	57.8	52	40	7	0
	5		55	45.8	45	40	13	2
	6		54	52.9	39	37	11	13
Black or African American	3		3	2.8	--	--	--	--
	4		3	2.6	--	--	--	--
	5		1	0.8	--	--	--	--
	6		5	4.9	--	--	--	--
American Indian or Alaska Native	5		1	0.8	--	--	--	--
Asian	3		2	1.9	--	--	--	--
	4		1	0.9	--	--	--	--
	5		2	1.7	--	--	--	--
	6		4	3.9	--	--	--	--
Filipino	3		1	0.9	--	--	--	--
	4		1	0.9	--	--	--	--
Hispanic or Latino	3		87	80.6	54	26	16	3
	4		94	81.0	47	34	17	2
	5		94	78.3	45	35	12	7
	6		80	78.4	35	45	11	9
Native Hawaiian or Pacific Islander	4		1	0.9	--	--	--	--
	6		1	1.0	--	--	--	--
White	3		8	7.4	--	--	--	--
	4		11	9.5	36	45	18	0
	5		15	12.5	47	33	20	0
	6		10	9.8	--	--	--	--
Two or More Races	3		0	0.0	--	--	--	--
Socioeconomically Disadvantaged	3		93	86.1	56	26	16	2



Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	4		100	86.2	48	38	12	2
	5		97	80.8	48	35	10	5
	6		83	81.4	39	43	13	5
Students with Disabilities	3		11	10.2	91	9	0	0
	4		17	14.7	76	24	0	0
	5		15	12.5	80	13	0	0
	6		14	13.7	86	7	7	0
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

#### California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	27	43	57	56	60	58	59	60	56

Note: 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.

#### California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	58
All Students at the School	57
Male	65
Female	50
Black or African American	--
Asian	--
Hispanic or Latino	58
White	66
Socioeconomically Disadvantaged	--
English Learners	26
Students with Disabilities	53
Foster Youth	--

Note: 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.

**California Physical Fitness Test Results (School Year 2014-15)**

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	18.10	21.60	19.80

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

**C. Engagement****State Priority: Parental Involvement**

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

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

**Opportunities for Parental Involvement (Most Recent Year)**

The parental involvement contact at this school is Nancy Russell, Instructional coach,. Mrs. Russell 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 newsletters, 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 Parent University, Parent Homework Help, Science and Technology nights for parents, 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 Title I parent 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 school and/or teacher to clarify questions, assignments, or concerns.

## State Priority: School Climate

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

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

### Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	2.87	2.76	3.02	4.82	4.50	4.37	5.07	4.36	3.80
Expulsions	0.00	0.00	0.00	0.25	0.18	0.22	0.13	0.10	0.09

### School Safety Plan (Most Recent Year)

The School Site Council or its delegate is responsible for the development and updating of the school's Comprehensive Safety Plan. A Site Comprehensive Safety Plan Checklist is provided by the Assistant Superintendent of Operations 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 March 1 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, and lockdown 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 schoolwide 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; 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 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.

### Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

### Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2004-2005	2007-2008
Year in Program Improvement*	Year 5	Year 3
Number of Schools Currently in Program Improvement	N/A	22
Percent of Schools Currently in Program Improvement	N/A	73.3

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

**Average Class Size and Class Size Distribution (Elementary)**

Grade Level	2012-13				2013-14				2014-15			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	24		5		22	3	2		23		5	
1	31		3		28		4		26		4	
2	31		3		31		3		27		4	
3	31		3		35			3	27		3	
4	27	1	3		26	1	3		27	1	1	2
5	30		4		30		3		34			4
6	28	1	1	2	30	1	1	3	28	1	2	1

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

**Academic Counselors and Other Support Staff (School Year 2014-15)**

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0.8	N/A
Psychologist	0.4	N/A
Social Worker	0	N/A
Nurse	0.25	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist	1	N/A
Other	0	N/A

Note: Cells with N/A values do not require data. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

**Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	5,518	1,372	4,146	74,094
District	N/A	N/A	\$4,709	\$79,035
Percent Difference: School Site and District	N/A	N/A	-19.4	-10.8
State	N/A	N/A	\$5,348	\$72,971
Percent Difference: School Site and State	N/A	N/A	-29.0	-3.4

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

**Types of Services Funded (Fiscal Year 2014-15)**

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

\$121,306 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

\$179,650 Title I: supplemental services and materials to assist students at risk of not meeting state academic standards

**Teacher and Administrative Salaries (Fiscal Year 2013-14)**

Category	District Amount	State Average for Districts In Same Category
<b>Beginning Teacher Salary</b>	\$49,695	\$43,165
<b>Mid-Range Teacher Salary</b>	\$73,295	\$68,574
<b>Highest Teacher Salary</b>	\$95,855	\$89,146
<b>Average Principal Salary (Elementary)</b>	\$119,572	\$111,129
<b>Average Principal Salary (Middle)</b>	\$126,482	\$116,569
<b>Average Principal Salary (High)</b>	\$137,354	\$127,448
<b>Superintendent Salary</b>	\$239,574	\$234,382
<b>Percent of Budget for Teacher Salaries</b>	41%	38%
<b>Percent of Budget for Administrative Salaries</b>	6%	5%

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

**Professional Development (Most Recent Three Years)**

The need for on-going staff development is assessed on a continuous basis. Under the guidance of the principal, student achievement data is utilized to determine overall learning trends across the grade levels. All staff utilize this data to determine grade level focus and best teaching methodology to meet student needs. Administration and leadership (principal, English Language Arts and English Language Development coach, and Title 1 staff) attend weekly grade level collaboration and team meetings. During these meetings, teachers are provided with support for standards-based planning and implementation of instruction to meet targeted student learning needs. Administration also utilizes this time (along with Classroom Walk-Throughs, formal and informal visits and observations) to assess the learning needs of staff members and discuss future on-site and off-site training opportunities. This analysis of teacher needs results in monthly or bi-monthly staff meetings and after school trainings that are targeted towards specific teacher, grade level and/or student needs. Additionally, as needed, categorical funds are utilized to provide teachers with time during the instructional day to enhance and build instructional practice, strategies, and teaching methodology.

**2013-14**

In support of continued staff development, the instructional coaches, Title 1 Resource staff and site administration are an integral part of instruction at Mountain View Elementary School. Mountain View coaches, site administrators, and professional consultants (Pearson Learning Teams consultants and researchers) work directly with teachers and students on a daily basis. Our coaches demonstrate and co-teach specific lessons and informally observe teaching in order to provide teachers with non-evaluative feedback and suggestions. The Title 1 Resource Teachers and staff "push in" to classrooms to conduct small group instruction with identified students and targeted intervention groups (English Learners, GATE students as needed, Basic and Below Basic students, Special Needs students).

Coaches disseminate instructional information to team leaders, grade level teams and individual teachers through periodic newsletters, daily emails, and personal contacts. Administrators and coaches meet with grade-level teams to plan standards-based high-yield instruction and assessments that will ensure that student learning is rigorous. Teacher support is focused on instructional methodology and data-analysis and occurs during grade-level meetings, instructional release days and after school trainings. Teachers new to the profession are afforded the benefit of our district Beginning Teachers Support and Assessment Program wherein coaching, modeling, observation visits and competencies practices are incorporated.

Instructional coaches interpret teacher, grade-level and school-wide data and trends in order to effectively guide teachers towards focused planning, implementation and analysis of instruction. The use of district staff development is also an integral part of teacher support at Mountain View. District support is utilized to augment site support in areas that, through on-going data analysis, have been determined to be in need of increased and differentiated support towards meeting the learning needs of all Mountain View students.

**2014-15**

Instructional staff were provided with five full release days of professional development in support of planning and instruction of Common Core Standards in language arts and mathematics. Each of these training days were provided by district staff development specialists off-site and with grade-alike colleagues from a variety of schools with the Riverside Unified School District. Mountain View teachers and staff continued to work directly with consultants from Pearson Learning Teams focusing the refinement of professionals skills and practices in the areas of formative and summative assessment, data analysis, instructional planning, and evaluation of

learning outcomes. Mountain View instructional coaches and administrators continued to work with instructional staff providing coaching of teachers and teams. Professional development specific to programs such as Dual Language Immersion and AVID Elementary were provided in both on-site and off-site models. Teachers new to the profession are afforded the benefit of our district Beginning Teachers Support and Assessment Program wherein coaching, modeling, observation visits and competencies practices are incorporated.

#### 2015-16

Mountain View teachers and administrators continue to work with Pearson consultant and researchers in the Learning Teams professional collaboration model to hone our practices and outcomes from professional collaboration and inquiry. During this school year, all teachers in the Riverside Unified School District will receive an additional two full days of professional development (release days) supporting instruction of common core standards. Teachers will again meet with grade-alike teams from other schools for these days of training. Mountain View instructional coaches and administrators continued to work with instructional staff providing coaching of teachers and teams. Professional development specific to programs such as Dual Language Immersion and AVID Elementary were provided in both on-site and off-site models. Teachers new to the profession are afforded the benefit of our district Beginning Teachers Support and Assessment Program wherein coaching, modeling, observation visits and competencies practices are incorporated.