

# Mountain View Elementary School

## 2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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 and access to prior year reports, 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 the 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).

#### California School Dashboard



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

## 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.

## 2023-24 School Contact Information

<b>School Name</b>	Mountain View Elementary School
<b>Street</b>	6180 Streeter Ave.
<b>City, State, Zip</b>	Riverside, CA 92504
<b>Phone Number</b>	951-788-7433
<b>Principal</b>	Kathy Doubravsky
<b>Email Address</b>	kdoubravsky@riversideunified.org
<b>School Website</b>	<a href="http://mountainview.riversideunified.org/">http://mountainview.riversideunified.org/</a>
<b>County-District-School (CDS) Code</b>	33-67215-6032734

## 2023-24 District Contact Information

<b>District Name</b>	Riverside Unified School District
<b>Phone Number</b>	(951) 788-7135
<b>Superintendent</b>	Ms. Renee Hill
<b>Email Address</b>	rhill@riversideunified.org
<b>District Website</b>	<a href="http://riversideunified.org/">http://riversideunified.org/</a>

## 2023-24 School Description and Mission Statement

Our ultimate goal at Mountain View Elementary is to help each and every student reach their 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 those 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 to their peers!

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 and engaged in their learning. To help our students fully master the California Common Core State Standards, teachers have had extensive staff development in Language Arts, Mathematics, Science, History Social Science, STEM and other content areas. Assessments are common core standard aligned and high DOK Level of Rigor. Our after-school HEARTS program is offered to students in Transitional Kindergarten to 6th grade to provide homework assistance, enrichment programs and clubs.

Mountain View offers the Dual Language Immersion Program (DLI) which is a unique educational program designed to develop bilingualism and bi-literacy in English and in Spanish starting in Kindergarten using the 90/10 model. Our students in the DLI program are not taking a class specifically to learn a new language, (i.e., Spanish/English). Instead, they master that language while learning science, math, social studies and language arts at the same time. Educating our students to be more culturally aware through our Dual Language Program has the additional benefit of teaching our students about global citizenship. Our program emerges and exposes our students to other cultures outside of their own experiences, and help them to become more

## 2023-24 School Description and Mission Statement

curious and empathetic about the wider world and people from different backgrounds. Our Dual Language Immersion teachers are all state certified with a Bilingual, Cross-Cultural, Language and Academic Development Authorization (BCLAD) and receive yearly specialized training in order to provide the highest quality instruction in respect to language development and academics.

Mountain View utilizes AVID Elementary strategies in grades 3 – 6. At Mountain View, we strive to instill in our students a belief in themselves and in their futures. Our AVID goal is that all Mountain View students make yearly progress toward meeting state standards in reading, writing, mathematics and science. In doing so, these academic foundations will lead them toward college and career readiness.

To ensure student success we provide Multi-Tier Support services. We have an intervention program for students in the primary grades who are struggling academically. Our intervention teacher works closely with the classroom teachers to strategically plan effective lessons based on the Reading Foundational Skills Standards. Our goal is to have all students reading by third grade. Intensive reading support is provided daily for students in the classrooms (K-2) and through the primary intervention program. These students receive extra support with fluency, phonemic awareness, letter recognition, letter sounds, and guided reading to develop literacy skills. For students who have special needs, health impairments, learning disabilities, or learning difficulties, we have a Student Study Team, one Resource Specialist Program Teacher, four Special Day Class Teachers for preschool (M/M & M/S), grades 3-4 (M/M) and 5-6 (M/M), two Speech Pathologists, a school Psychologist, a Student Assistant Plan (SAP) Counselor and an MTSS School Counselor.

We continue to make strides to incorporate technology in the classroom. Each student in grades TK-6 has their own Chromebook. We have online support resources, such as Accelerated Reader, Lexia, PowerUp and Imagine Español to motivate reading as well as DreamBox to support mathematical conceptual learning and grade level standards. Mountain View has district provided STEM kits for students and teachers to incorporate in the lessons. Students use the computers to research, write reports, collaborate, complete homework, communicate with staff, build computer skills and play educational games.

Our Positive Behavior Initiative (PBIS) program and PBIS team has worked to improve school-wide expectations. Along with the Six Pillars of Character Counts we have incorporated social skills that are taught every week. This year we are folding in Responsibility-Centered Discipline strategies by building a culture of responsibility empowers students to own their actions, create solutions for improving behaviors, and achieve academic success. We have created a series of incentives for our students who practice and demonstrate positive behavior on campus.

Our mission at Mountain View Elementary School is to provide students, staff, and their families with a safe, supportive, and engaging school environment in which all students reach academic, socio-emotional well-being and technological proficiency. 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!

## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	141
Grade 1	109
Grade 2	112
Grade 3	122
Grade 4	114
Grade 5	118
Grade 6	124
<b>Total Enrollment</b>	<b>840</b>

### 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51%
Male	49%
American Indian or Alaska Native	0.6%
Asian	1.2%
Black or African American	4.8%
Filipino	0.7%
Hispanic or Latino	82.7%
Native Hawaiian or Pacific Islander	0.7%
Two or More Races	1.1%
White	7%
English Learners	30.2%
Foster Youth	0.4%
Homeless	1.1%
Socioeconomically Disadvantaged	79.5%
Students with Disabilities	10.7%

#### 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.

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	36.60	93.63	1509.80	87.78	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	3.30	0.19	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.90	2.30	38.00	2.21	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	17.00	0.99	12115.80	4.41
<b>Unknown</b>	1.50	4.04	151.80	8.83	18854.30	6.86
<b>Total Teaching Positions</b>	39.10	100.00	1720.00	100.00	274759.10	100.00

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

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	32.70	91.61	1505.40	87.33	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	8.80	0.51	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	44.30	2.57	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	38.00	2.21	11953.10	4.28
<b>Unknown</b>	3.00	8.39	127.00	7.37	15831.90	5.67
<b>Total Teaching Positions</b>	35.70	100.00	1723.70	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.90	0.00
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	0.90	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
<b>Total Out-of-Field Teachers</b>	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	4.4	0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	2.5	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

## 2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The table displays information collected in September and approved by the Riverside Unified School District Board of Education on 10/05/23 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 currently 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)

Year and month in which the data were collected

10/05/23

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	McGraw-Hill: Wonders, TK-2/Maravillas, TK-2 DLI McGraw-Hill: Wonders, 3-6/Maravillas, TK-2 DLI	Yes	0%
<b>Mathematics</b>	Great Minds: Eureka, TK-6 / Eureka	Yes	0%
<b>Science</b>	McGraw Hill: California Science Amplify Education, Inc.: Amplify Science 6	Yes	0%
<b>History-Social Science</b>	Saavas: California History Social-Science, TK-6	Yes	0%
<b>Foreign Language</b>	N/A		N/A
<b>Health</b>	N/A		N/A
<b>Visual and Performing Arts</b>	N/A		N/A
<b>Science Laboratory Equipment (grades 9-12)</b>	N/A	N/A	N/A

## School Facility Conditions and Planned Improvements

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 short and long-term 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 15 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).

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

**Year and month of the most recent FIT report**

11/29/2023 - 12/19/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			MTVG-36 (Utility): 5: (D) Light fixtures are NOT working properly
<b>Electrical</b>	X			MTVG-33 (Classroom): 7: (D) Lighting is flickering 8: (D) Stall door latch broken or missing (D) Restrooms are NOT fully operational
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			MTVG-33 (Classroom): 7: (D) Lighting is flickering 8: (D) Stall door latch broken or missing (D) Restrooms are NOT fully operational MTVG-35 (Restroom): 8: (D) Restrooms are NOT fully operational Toilet leaking from base MTVK*-102 (Library): 8: (D) Restrooms are NOT fully operational MTVK*-103 (Library): 9: (D) Water pressure is inadequate (D) A Leak is evident MTVP-46-46B (Restroom): 8: (D) Restrooms are NOT fully operational
<b>Safety:</b> Fire Safety, Hazardous Materials	X			



## School Facility Conditions and Planned Improvements

<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			MTVK*-106 (Utility): 15: (D) Door closer needs adjustment

## Overall Facility Rate

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] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

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

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

#### College and Career Ready

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.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	32	32	46	44	47	46
<b>Mathematics</b> (grades 3-8 and 11)	27	29	30	31	33	34

## 2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	463	452	97.62	2.38	32.08
<b>Female</b>	228	224	98.25	1.75	38.39
<b>Male</b>	235	228	97.02	2.98	25.88
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	23	22	95.65	4.35	40.91
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	381	374	98.16	1.84	29.95
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	38	36	94.74	5.26	52.78
<b>English Learners</b>	129	123	95.35	4.65	12.20
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	377	373	98.94	1.06	28.42
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	66	64	96.97	3.03	17.19

## 2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	461	455	98.70	1.30	28.57
<b>Female</b>	227	225	99.12	0.88	24.44
<b>Male</b>	234	230	98.29	1.71	32.61
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	23	22	95.65	4.35	22.73
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	379	377	99.47	0.53	27.06
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	38	36	94.74	5.26	50.00
<b>English Learners</b>	127	127	100.00	0.00	14.17
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	377	374	99.20	0.80	25.67
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	66	64	96.97	3.03	14.06

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>Science</b> (grades 5, 8 and high school)	18.58	21.90	26.85	27.64	29.47	30.29

## 2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	109	105	96.33	3.67	21.90
<b>Female</b>	56	55	98.21	1.79	16.36
<b>Male</b>	53	50	94.34	5.66	28.00
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	93	91	97.85	2.15	19.78
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	30	29	96.67	3.33	3.45
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	89	87	97.75	2.25	16.09
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	16	13	81.25	18.75	30.77

## B. Pupil Outcomes

### 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 area of physical education.

#### 2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	99.10%	98.20%	97.20%	98.20%	99.10%

## 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 regarding the school district and at each school site.

#### 2023-24 Opportunities for Parental Involvement

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 have available the parent handbooks, parent flyers, informational bulletin boards, as well as home-to-school communication in both English and Spanish through email, phone call, and texts. The school maintains an informational website and Facebook Page expressly for keeping our community up-to-date. Parents are offered training and workshops such as Family Math Nights, Family Literacy Nights, PTA Family Art Night 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, ELAC 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, electronic responses 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.

## 2023-24 Opportunities for Parental Involvement

- Make contact with the teacher to clarify questions, assignments, or concerns.

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	918	877	225	25.7
Female	459	443	103	23.3
Male	459	434	122	28.1
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	5	4	2	50.0
Asian	12	12	1	8.3
Black or African American	44	40	15	37.5
Filipino	6	6	0	0.0
Hispanic or Latino	750	723	183	25.3
Native Hawaiian or Pacific Islander	8	8	2	25.0
Two or More Races	10	10	2	20.0
White	69	64	16	25.0
English Learners	294	278	64	23.0
Foster Youth	6	3	1	33.3
Homeless	21	15	6	40.0
Socioeconomically Disadvantaged	725	697	194	27.8
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	122	114	33	28.9

## C. Engagement

### 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

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
<b>Suspensions</b>	0.23	0.70	2.40	0.18	4.11	4.60	0.20	3.17	3.60
<b>Expulsions</b>	0.00	0.00	0.00	0.00	0.20	0.07	0.00	0.07	0.08

## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	2.4	0
<b>Female</b>	0.65	0
<b>Male</b>	4.14	0
<b>Non-Binary</b>		
<b>American Indian or Alaska Native</b>	0	0
<b>Asian</b>	16.67	0
<b>Black or African American</b>	4.55	0
<b>Filipino</b>	0	0
<b>Hispanic or Latino</b>	2	0
<b>Native Hawaiian or Pacific Islander</b>	0	0
<b>Two or More Races</b>	0	0
<b>White</b>	1.45	0
<b>English Learners</b>	2.38	0
<b>Foster Youth</b>	0	0
<b>Homeless</b>	4.76	0
<b>Socioeconomically Disadvantaged</b>	2.34	0
<b>Students Receiving Migrant Education Services</b>	0	0
<b>Students with Disabilities</b>	4.92	0

## 2023-24 School Safety Plan

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, lockdown & lockout, 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 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; 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



## 2023-24 School Safety Plan

teachers, anti-bullying policy, discrimination/harassment, and school discipline rules and procedures pursuant to EC 35291 and EC 35291.5. The school has a campus supervisor and has an assigned School Resource Officer (SRO).

### D. Other SARC Information Information Required in the SARC

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

#### 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	6	21	1	
1	7	14	2	
2	4	22	1	
3	8	11	2	
4	8	10	4	
5	8	9	1	
6	5	13		
Other	18	2	3	

#### 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	4	2	
1	22	2	3	
2	23		5	
3	24	2	2	
4	25	1	3	
5	27		4	
6	30		1	1
Other	17	2	1	

## 2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24	1	5	0
1	27	0	4	0
2	22	2	3	0
3	23	0	5	0
4	22	2	3	0
5	23	1	4	0
6	24	0	5	0
Other	12	2	0	0

## 2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	840

## 2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	3.3

## Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	8,341.18	2,064.40	6,276.79	100,838.47
District	N/A	N/A	6,918.86	\$98,845
Percent Difference - School Site and District	N/A	N/A	-9.7	4.1
State	N/A	N/A	\$7,607	\$87,885
Percent Difference - School Site and State	N/A	N/A	-5.6	16.6

## Fiscal Year 2022-23 Types of Services Funded

Riverside Unified School District utilizes funds from Average Daily Attendance (ADA), the Local Control Funding Formula (LCFF) as well as State and Federal grants to provide services for students in alignment with the RUSD Local Control Accountability Plan, School Plans for Student Achievement, and the School Board's Ongoing Work Plan. Among these include support for English Learners, Foster and Homeless Youth, and Low-Income students. This also includes classroom instruction, after-school care and education, development and implementation of Multi-Tiered Systems of Support (MTSS), Career and Technical Education (CTE), Visual and Performing Arts (VAPA), Social-Emotional Wellness for students and staff, and ongoing district operations.

In addition to LCFF funding, the school participates in a schoolwide Title I program that provides supplemental services and instructional materials to support students with learning the state's challenging academic standards.

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$62,701	\$55,550
Mid-Range Teacher Salary	\$92,477	\$80,703
Highest Teacher Salary	\$120,945	\$109,418
Average Principal Salary (Elementary)	\$141,865	\$137,703
Average Principal Salary (Middle)	\$149,298	\$143,760
Average Principal Salary (High)	\$161,115	\$159,021
Superintendent Salary	\$332,800	\$319,443
Percent of Budget for Teacher Salaries	34.24%	30.35%
Percent of Budget for Administrative Salaries	5.44%	4.87%

## Professional Development

Mountain View Elementary School and the Riverside Unified School District realize the importance of ongoing staff development. Our well-trained teachers put their expertise to use with pride; this translates to student learning in a happy environment where teachers are not only valued but are also our greatest resource. We are proud of the fact that 100% of the teachers at Mountain View Elementary School are fully credentialed. Many of our teachers hold masters degrees and special certificates, many have been master teachers, trainers or mentors, and all continue to participate in ongoing staff development.

Professional development opportunities are offered to Mountain View staff to provide training on the latest research-based teaching practices. Evaluation of the effectiveness of the previous year's staff-development activities is also reviewed annually. From the data, professional-development priorities are established, with activities planned to meet those needs. 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 also work collaboratively with the district by having site teachers represent us at the district committee meetings and bring that information to the school site to disseminate the information during staff meetings and during Wednesday collaborations.

- Gateway/K-2 Institute (RUSD, Staff Development Specialist)
- FastBridge (RUSD Instructional Services Specialist)
- Early Numeracy (RUSD Instructional Services Specialist)
- Eureka Math (RUSD Instructional Services Specialist)
- DreamBox (RUSD Instructional Services Specialist)
- Lexia ((RUSD Instructional Services Specialist)
- AVID Elementary, (RIMS AVID/ AVID Institute, provider)
- Dual Language Immersion, (RUSD, DLI Coordinator and TOSA)
- Positive Behavioral Interventions and Supports, (RUSD Special Education Department, provider)
- Responsibility-Centered Discipline (AccuTrian Corp.)
- Restorative Practices, (SELSocial and Emotional Learning, RUSD Pupil Service Provider & SAP Counselor)
- Trauma Informed Classrooms, (SELSocial and Emotional Learning, RUSD Pupil Service Provider & SAP Counselor)
- Compassionate Classrooms (Crisis Prevention & Intervention School Psychologists)
- English Language Proficiency Assessments for California (RUSD Coordinator, English Learner K-12)
- LAS Links, provides students, teachers, administrators and parents with key language proficiency data to assist with targeted language instruction and to measure program efficacy. (RUSD Instructional Services and EL Contact Coordinator)
- Shared Leadership Systems (RUSD District Provider)
- Technology Training: Osmos Coding/PearDeck/Ozobot/Clever/Google Expedition (RUSD, Google & Leading Edge Digital Educator)

The trainings above provide professional development that is well-structured and focused on continuous improvement, which is essential for providing the best educational experience for students. It's crucial to maintain this commitment to professional growth and adapt to changing educational needs and practices.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	10	15	20