



RANCH VIEW ELEMENTARY SCHOOL

2008-09 School Accountability Report Card | Published During the 2009-10 School Year

GRADES K-5

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Rick Carr, Ed.D.
Superintendent

Peggy Van Dyk
Principal

Principal's Message

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

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

Parents and community play a very important role in the school. Understanding the school's educational program, student achievement, and curriculum development can assist both school and community in ongoing program improvement.

We have made a commitment to provide the best educational program possible for our students. The excellent quality of our program is a reflection of our highly committed staff. We are dedicated to ensuring Ranch View Elementary School is a welcoming, stimulating environment where students are actively involved in learning academics as well as positive values. Through our hard work, together, our students will be challenged to reach their maximum potential.

Ranch View Elementary School believes that cooperation between school and community is imperative and reflected in our school mission statement:

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

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

Parental Involvement

Parent participation and involvement is an integral part of student success at Ranch View Elementary School. A highly active PTA coordinates many activities, programs, and events that directly help support the school's instructional program. They provide a true sense of community purpose and direction centered on the education of the students at Ranch View Elementary School. Fundraisers support field trips, assemblies, student incentives and library materials. Classroom instruction is augmented by a large group of volunteers.

Parents have an opportunity to be a part of the School Library Improvement Program, English Learner Advisory Committee (ELAC), the Wellness Committee, and the School Safety Committee. An annual parent survey provides Ranch View staff valuable parental input regarding curriculum, instruction, students' safety, and parent communication.

For more information on how to become involved, contact Peggy Van Dyk, Principal, at (909) 947-5545.

"We have made a commitment to provide the best educational program possible for our students."



Mountain View School District

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Ontario, CA 91761

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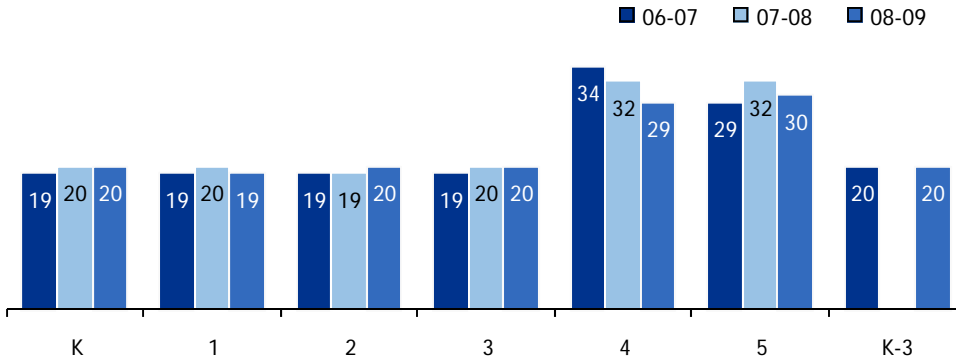
www.mtnview.k12.ca.us

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

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

Class Size

The bar graph displays the three-year data for average class size.

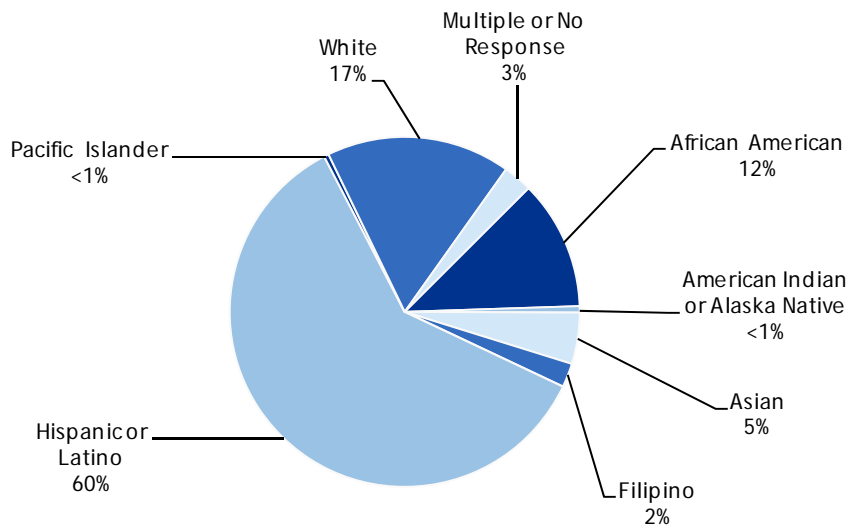


Class Size Distribution – Number of Classrooms By Size									
Grade	06-07			07-08			08-09		
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K	7			5			6		
1	5			6			6		
2	6			5			5		
3	6			7			5		
4			3		4			4	
5		5			3			4	
K-3	2						1		

Note: The above class size information is from the J7-CSR form.

Enrollment and Demographics

The total enrollment at the school was 696 students for the 2008-09 school year.



Public Internet Access

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



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

Textbooks and Instructional Materials

Textbooks and Instructional Materials List		
Subject	Textbook	Adopted
English-Language Arts	Houghton Mifflin (K-5)	2002
Mathematics	Macmillan McGraw-Hill (K-5)	2009
Science	Harcourt (K-5)	2008
History-Social Science	Pearson Scott Foresman (K-5)	2007

Availability of Textbooks and Instructional Materials

Availability of Textbooks and Instructional Materials	
Subject	Percentage of Pupils Who Lack Their Own Assigned Textbook and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Visual and Performing Arts	✧
Foreign Language	✧
Health	✧

Note: This data was most recently collected and verified in September 2009.

✧ Not applicable.

Textbooks and Instructional Materials

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

The District held a public hearing on September 21, 2009, and determined that each school within the District has sufficient, good quality textbooks and instructional materials 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. All textbooks and instructional materials in the core subjects are aligned with the California State Content Standards and Frameworks and are selected from the State's most recent list of adopted materials. A committee consisting of administrators and teachers establishes selection criteria based on State Standards, reviews instructional materials on the State list, and makes recommendations to the Board of Trustees for final adoption. The District affords teachers the opportunity to carefully review the available textbook options. Mountain View School District is in compliance with the State Instructional Materials Adoption Cycle and reviews instructional materials in each curricular area within a seven-year cycle.

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Textbooks and Instructional Materials

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

The school's library is stocked with 31,335 books that are available for students to check out. The school's library contains a large collection of videos, audiotapes, and materials in Spanish. Students visit the library on a weekly basis with their classes. A full-time library clerk instructs students on library usage and is available to answer questions.

Integration of technology into the standard curriculum is ongoing at Ranch View Elementary School. Students receive computer-assisted instruction on a regular schedule. Software includes programs such as Accelerated Reader and Accelerated Math to develop reading skills, technological skills, and mathematical proficiency.

Mountain View School District is in the forefront of technology in the classroom. The power of the computer as a learning tool is afforded to each student grades K-8. This will give students an edge in the technological world of the 21st century. All of the classrooms at Ranch View Elementary School utilize wireless Internet connections, and mobile carts containing wireless laptops are available for use in the classroom. Teachers in grades two through five have digital projectors and ELMO projectors that enrich instruction.



School Facility Good Repair Status

The table below shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status using ratings of good condition, fair condition, or poor condition.

School Facility Conditions and Improvements				
Items Inspected	Repair Status			
	Good	Fair	Poor	
Systems: Gas Systems and Pipes, Mechanical Systems (heating, ventilation, and air conditioning), Sewer	✓			
Interior: Interior Surfaces (floors, ceilings, walls, and window casings)	✓			
Cleanliness: Pest/Vermin Control, Overall Cleanliness (school grounds, buildings, rooms, and common areas)	✓			
Electrical: Electrical Systems (interior and exterior)	✓			
Restrooms/Fountains: Restrooms, Sinks/Drinking Fountains (interior and exterior)	✓			
Safety: Fire Safety Equipment, Emergency Systems, Hazardous Materials (interior and exterior)	✓			
Structural: Structural Condition, Roofs	✓			
External: Windows/Doors/Gates/Fences, Playgrounds/School Grounds	✓			
Overall Summary of Facility Conditions				
	Exemplary	Good	Fair	Poor
Overall Summary	✓			

Note: The most recent school site inspection occurred on September 1, 2009, and the inspection form was most recently completed on January 6, 2010.

School Facilities

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

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

Cleaning Process: A team of two full-time custodians and one part-time custodian ensures classrooms, restrooms, and campus grounds are kept clean and safe. A scheduled maintenance program is administered by the Mountain View School District to ensure that all classrooms and facilities are well maintained and provide a suitable learning environment.

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School Facilities

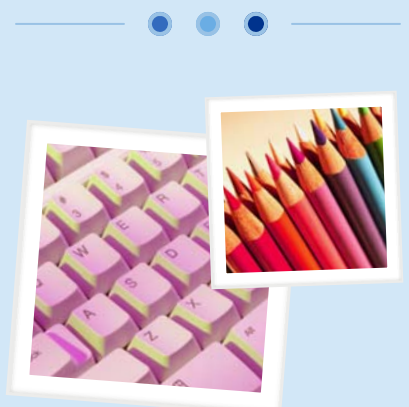
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Maintenance and Repair: District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. At the time this report was published, 100% of restrooms on campus were in good working order. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Deferred Maintenance Projects: During the 2006-07 school year, the District's governing board approved a five-year Deferred Maintenance Plan that will result in electrical upgrades, new floor coverings, HVAC maintenance, painting, paving, plumbing, and new roofing at all schools. The District's complete Deferred Maintenance Plan is available at the District Office.

Ranch View School received roofing service on several portable classrooms. Shelving was added to the Library for newly purchased reading materials, phones were replaced in the entire school, and security cameras were installed. Drinking faucets were added or replaced.

School Facility Improvements: Some paving upgrades in parking lots and playground were completed August of 2009. Additional bench tables were purchased and approximately 140 chairs to replace cracked seats. The funding source was deferred maintenance and/or modernization funds.



National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., Basic, Proficient, and Advanced) and the participation of students with disabilities and English language learners is reported based on three levels (Identified, Excluded, and Assessed). Detailed information regarding the NAEP results for each grade level, performance level, and participation rate can be found on the NAEP Web page at <http://nces.ed.gov/nationsreportcard/>.

NAEP Reading and Mathematics Results: Grades 4 and 8

This table displays the scale scores and achievement levels on the NAEP for reading (2007) and mathematics (2009) for grades four and eight.

NAEP Reading and Mathematics Results for Grades 4 and 8				
	Reading 2007		Mathematics 2009	
	Grade 4	Grade 8	Grade 4	Grade 8
Average Scale Score				
State	209	251	232	270
National	220	261	239	282
State Percent at Each Achievement Level				
	Grade 4	Grade 8	Grade 4	Grade 8
Basic	30%	41%	41%	36%
Proficient	18%	20%	25%	18%
Advanced	5%	2%	5%	5%

NAEP Reading and Mathematics Results: Students with Disabilities and/or English Language Learners by Grades 4 and 8

This table displays the state and national participation rates on the NAEP for reading (2007) and mathematics (2009) for students with disabilities and/or English language learners for grades four and eight.

NAEP Reading and Mathematics Results for Grades 4 and 8				
	Reading 2007		Mathematics 2009	
	Grade 4	Grade 8	Grade 4	Grade 8
State Participation Rate				
Students with Disabilities	74%	78%	79%	85%
English Language Learners	93%	92%	96%	96%
National Participation Rate				
	Grade 4	Grade 8	Grade 4	Grade 8
Students with Disabilities	65%	66%	84%	78%
English Language Learners	80%	77%	94%	92%

Suspensions and Expulsions

This table shows the rate of suspensions and expulsions (the total number of incidents divided by the school's total enrollment) for the most recent three-year period.

Suspension Rate		
Ranch View ES		
06-07	07-08	08-09
0.020	0.021	0.010
MVSD		
06-07	07-08	08-09
0.084	0.059	0.027
Expulsion Rate		
Ranch View ES		
06-07	07-08	08-09
0.000	0.001	0.000
MVSD		
06-07	07-08	08-09
0.001	0.001	0.001

NAEP Testing Note: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. NAEP results reflect state level student performance and is not reflective of either the district or the individual school. Also, comparisons of student performance on the NAEP and student performance on the STAR Program assessments cannot be made because there are key differences between the two testing programs. For example, the two assessments test students in different grade levels and the tests are based on a different set of standards. For more information on the differences between the NAEP and STAR, please visit CDE's NAEP Web page at www.cde.ca.gov/ta/tg/nr/.

STAR Results for All Students: Three-Year Comparison

The Standardized Testing and Reporting (STAR) results are reported as performance levels in order to compare student achievement to state standards. The five performance levels are: **Advanced** (*exceeds state standards*); **Proficient** (*meets state standards*); **Basic**; **Below Basic**; and **Far Below Basic**. Students scoring at the Proficient or Advanced level meet state standards in that content area. The tables below show the percentage of students who scored at Proficient or Advanced levels in English-language arts, mathematics, and science.

Percentage of Students Scoring At Proficient or Advanced Levels

	Ranch View ES			MVSD			California		
	06-07	07-08	08-09	06-07	07-08	08-09	06-07	07-08	08-09
English-Language Arts	55%	56%	66%	49%	53%	58%	43%	46%	50%
Mathematics	65%	69%	69%	50%	56%	57%	40%	43%	46%
Science	50%	68%	67%	43%	61%	60%	38%	46%	50%



Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key tests, including the California Standards Test (CST), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). The CSTs are multiple choice tests in English-language arts, mathematics, science, and history-social science for varying grade levels. Some grade levels also participate in an essay writing test.

The CSTs are used to determine students' achievement of the California Academic Content Standards. These standards describe the knowledge and skills that students are expected to learn at each grade level and subject.

The CMA is a modified assessment for students with disabilities who have an individualized education program (IEP). It is designed to assess those students whose disabilities prevent them from achieving grade-level proficiency on an assessment of the content standards with or without accommodations.

The CAPA is an alternate assessment for students with significant cognitive disabilities who are unable to take the CST with accommodations or modifications or the CMA with accommodations.

For a complete report on all tests, participation, groups, and their scores by grade level, please visit <http://star.cde.ca.gov/>. To learn more about the STAR Program, please visit the guide at www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf.

STAR Results by Student Group: English-Language Arts, Mathematics, and Science

Percentage of Students Scoring At Proficient or Advanced Levels

Group	Spring 2009 Results		
	English-Language Arts	Mathematics	Science
Male	64%	70%	77%
Female	67%	68%	58%
Economically Disadvantaged	58%	65%	63%
English Learners	61%	67%	57%
Students with Disabilities	57%	51%	❖
Students Receiving Migrant Education Services	❖	❖	❖
African American	57%	56%	61%
American Indian or Alaska Native	❖	❖	❖
Asian	64%	88%	❖
Filipino	67%	75%	❖
Hispanic or Latino	64%	67%	65%
Pacific Islander	❖	❖	❖
White	77%	81%	76%

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



Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. The API is a score on a scale of 200 to 1,000 that reflects a school's, district's or a student group's performance level, based on the results of statewide testing. An API score of 800 is set as the statewide target.

Each annual API reporting cycle includes a Base and a Growth API. The Base API starts the reporting cycle and is released approximately a year after testing (i.e. The 2008 Base is calculated from results of statewide testing in spring 2008 but is released in May 2009). The Growth API is released after the Base API but is calculated from test results from the following year (i.e. The Growth API is calculated from results of statewide testing in spring 2009 and released in August 2009). Therefore, for the 2008-09 API reporting cycle, the 2008 Base indicator and 2009 Growth indicator are used. To learn more about API, please visit the API information guide at www.cde.ca.gov/ta/ac/ap/documents/infoguide08.pdf and the API overview guide at www.cde.ca.gov/ta/ac/ay/documents/overview09.pdf.

Academic Performance Index Ranks

API Ranks – Three Year Comparison			
	2006	2007	2008
Statewide API Rank	7	8	8
Similar Schools API Rank	7	9	9

Academic Performance Index Growth

API Growth by Student Group – Three Year Comparison				
Group	Actual API Change			2009 Growth API Score
	06-07	07-08	08-09	
All Students at the School	28	9	21	850
African American	-14	■	■	■
American Indian or Alaska Native	■	■	■	■
Asian	■	■	■	■
Filipino	■	■	■	■
Hispanic or Latino	39	2	30	839
Pacific Islander	■	■	■	■
White	29	19	6	904
Socioeconomically Disadvantaged	25	1	52	830
English Learners	68	-4	61	852
Students with Disabilities	■	■	■	■

■ Data are reported only for numerically significant groups.

API Testing Note: Assessment data are reported only for numerically significant groups. To be considered 'numerically significant' for the API, the group must have either: (1) at least 50 students with valid test scores who make up at least 15% of the total valid scores, or (2) at least 100 students with valid test scores.



Academic Performance Index Ranks

Schools are ranked in ten categories of equal size, called deciles, from 1 (lowest) to 10 (highest) based on their API Base reports. A school's "statewide rank" compares its API to the APIs of all other schools statewide of the same type (elementary, middle, or high school). A "similar schools rank" reflects how a school compares to 100 statistically matched similar schools. This table shows the school's three-year data for statewide API rank and similar schools API rank, for which information is available.

Academic Performance Index Growth

This table displays, by student group, the actual API change in points added or lost for the past three years, and the 2009 API score.



Adequate Yearly Progress

The No Child Left Behind (NCLB) Act requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To meet these standards, California public schools and districts must meet or exceed criteria in four target areas:

1. Participation rate on statewide assessments in English-language arts and mathematics
2. Percent of students scoring proficient on statewide assessments in English-language arts and mathematics
3. API scores
4. Graduation rate for high schools

The table displays whether or not the school and district made AYP overall and met each of the AYP criteria for 2008-09. For more information, please visit www.cde.ca.gov/ta/ac/ay/.

Adequate Yearly Progress Criteria				
	Ranch View ES		MVSD	
Met Overall AYP	Yes		Yes	
AYP Criteria	English-Language Arts	Mathematics	English-Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	Yes	Yes
API	Yes		Yes	
Graduation Rate	✧		✧	

✧ Not applicable. The graduation rate for AYP criteria applies to high schools.

Federal Intervention Program

Schools and districts that receive Title I funding can enter Program Improvement (PI) if they fail to meet AYP over two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). With each additional year they don't meet AYP, they advance to the next level of intervention. This table displays the 2009-10 Program Improvement status for the school and district. For more information, please visit www.cde.ca.gov/ta/ac/ay/.

Federal Intervention Program		
	Ranch View ES	MVSD
Program Improvement Status	Not In PI	Not In PI
First Year of Program Improvement	✧	✧
Year in Program Improvement	✧	✧
Number of Schools Identified for Program Improvement	0	
Percent of Schools Identified for Program Improvement	0.0%	

✧ Not applicable.

School Safety

The Emergency Preparedness Plan is available for parents at the beginning of each school year. The plan includes steps for ensuring student and staff safety during a disaster. Campus safety is the number one priority at Ranch View Elementary School. The school Principal conducts earthquake, fire, and other emergency drills on a regular basis in accordance with the site disaster plan. Each classroom contains emergency supplies, food, water, and rescue equipment.

The Emergency Preparedness Plan was adopted and implemented in December 1998. It is reviewed and revised annually and Board approved at the February/March Board meeting every year; it was most recently reviewed, updated, and discussed with school faculty on September 30, 2009. The School Site Safety Plan was designed to assist in preparing for emergencies, managing emergency response efforts, and maintaining a safe school environment. The plan requires identification of security needs, development of prevention and intervention techniques, evaluation of physical facilities, and communication with staff and students.

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



Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. More information can be found by visiting <http://data1.cde.ca.gov/dataquest/>.

Teacher Credential Information				
	MVSD	Ranch View ES		
Teachers	08-09	06-07	07-08	08-09
With Full Credential	142	37	34	34
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence		0	0	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note: Total teacher misassignments includes the number of misassignments of teachers of English Learners.

Teacher Misassignments and Vacant Teacher Positions			
	Ranch View ES		
	07-08	08-09	09-10
Teacher Misassignments of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

No Child Left Behind Compliant Teachers

NCLB requires that all teachers of core academic subject areas be "highly qualified." In general, for a teacher to be considered highly qualified, they must have a bachelor's degree, an appropriate California teaching credential, and have demonstrated competence for each core subject he or she teaches. The table displays data regarding NCLB compliant teachers from the 2008-09 school year. For more information on teacher qualifications related to NCLB, please visit www.cde.ca.gov/nclb/sr/tq.

No Child Left Behind Compliant Teachers		
	Percent of Classes in Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
Ranch View ES	100.0%	0.0%
All Schools in District	98.1%	1.9%
High-Poverty Schools in District	◆	◆
Low-Poverty Schools in District	◆	◆

NCLB Note: High-poverty schools are defined as those schools with student participation of approximately 75% or more in the free and reduced priced meals program. Low-poverty schools are those with student participation of approximately 25% or less in the free and reduced priced meals program.

◆ Information not available.



Academic Counselors

This table displays information about academic counselors at the school.

Academic Counselors	
Number of Academic Counselors (FTE)	0.0
Ratio of Students Per Academic Counselor	0:0

School Support Staff

The following is a list of the support staff at the school and their full-time equivalent (FTE):

School Support Staff	
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (paraprofessional)	1.00
Psychologist	0.25
Social Worker	0.00
Nurse	0.25
Speech/Language/Hearing Specialist	0.75
Resource Specialist (non-teaching)	0.00
Other	0.00

Types of Services Funded

In addition to general fund State funding, Mountain View School District received State and Federal categorical funding for the following categorical, Special Education, and support programs:

- Class Size Reduction, K-3
- Special Education: IDEA Basic Local Assistance Entitlement, Part B, Sec. 611
- Special Education: IDEA Local Staff Development Grant, Part B, Sec. 611
- NCLB: Title IV, Part A, Drug-Free Schools
- NCLB: Title II, Part A, Teacher Quality
- NCLB: Title II, Part D, Enhancing Education Through Technology, Formula Grants
- NCLB: Title V, Part A, Innovative Education Strategies
- NCLB: Title III, Limited English Proficiency (LEP) Student Program
- NCLB: Title III, Immigrant Education
- Tobacco Use Prevention Education (TUPE): Elementary Grades 4-8
- Medi-Cal Billing
- English Language Acquisition Program (ELAP), Teacher Training & Student Assistance
- Lottery: Instructional Materials
- Lottery: Unrestricted
- School Safety & Violence Prevention, Grade 8
- Arts & Music Block Grant
- Supplemental School Counseling Program
- Economic Impact Aid (SCE & LEP)
- Transportation: Home to School & Special Education
- CA Peer Assistance & Review Program for Teachers (CPARP)
- Instructional Materials Realignment
- Professional Development Block Grant
- Targeted Instructional Improvement Block Grant
- School and Library Improvement Block Grant
- AB 825 Teacher Credentialing Block Grant (BTSA)
- Microsoft Settlement Education Technology Vouchers
- ELL Staff Development
- ELL Supplemental Instructional Materials
- ARRA: State Fiscal Stabilization Fund
- Special Education ARRA IDEA
- CBO Training

California Physical Fitness Test

Each spring, all students in grades 5, 7, and 9 are required to participate in the California Physical Fitness Test (PFT). The State Board of Education (SBE) designated the *Fitnessgram*® as the PFT for students in California public schools. The test measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

The primary goal of the *Fitnessgram*® is to assist students in establishing lifetime habits of regular physical activity. The table shows the percent of students meeting the fitness standards for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf/.

California Physical Fitness Test Results	
	Ranch View ES
Percentage of Students Meeting Fitness Standards	Grade 5
Four of Six Standards	6.5%
Five of Six Standards	17.9%
Six of Six Standards	74.8%

Professional Development

Educational opportunities are funded through the School Library Block Grant as prescribed in the Single Plan for Student Achievement and directed by the School Site Council (SSC). Other funding sources include Staff Development, Title II, BTSA and Special Education funding. Many teachers improve their skills and their knowledge of the curriculum by continuing their education through college and university courses. Each year, a number of teachers throughout the District take university and college courses. In addition, staff members are encouraged to attend workshops, conferences, inservice days, and consultant training.

All training and curriculum development at Mountain View Elementary School District revolves around the California State Content Standards and Frameworks. Teachers align classroom curriculum to ensure that all students either meet or exceed State Proficiency levels. The focus for the 2008-09 school year has been on English learner development, implementation of new curricular adoptions and writing. The District's curriculum aligns with the State Standards, District goals, and the Statewide assessment program.

For the previous four school years, one to three optional days were provided outside of the school year for staff and professional development.



District Financial Data

District Salary Data		
Category	MVSD	Similar Sized District
Beginning Teacher Salary	\$41,574	\$41,031
Mid-Range Teacher Salary	\$69,555	\$63,366
Highest Teacher Salary	\$82,439	\$80,596
Average Principal Salary (Elementary School)	\$105,442	\$100,937
Average Principal Salary (Middle School)	\$104,619	\$105,066
Superintendent Salary	\$143,208	\$147,438
Teacher Salaries – Percent of Budget	50.5%	40.6%
Administrative Salaries – Percent of Budget	6.0%	6.1%

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note the district salary data does not include benefits.



School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
	Ranch View ES
Total Expenditures Per Pupil	\$3,871
Expenditures Per Pupil From Restricted Sources	\$376
Expenditures Per Pupil From Unrestricted Sources	\$3,495
Average Teacher Salary	\$74,323

Financial Data Comparison

The following table displays the school's per pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison		
	Expenditures Per Pupil From Unrestricted Sources	Average Teacher Salary
Ranch View ES	\$3,495	\$74,323
MVSD	\$5,870	\$74,625
California	\$5,512	\$63,421
School and District – Percent Difference	-67.9%	-0.4%
School and California – Percent Difference	-57.7%	+14.7%



SARC: Data provided by the California Department of Education (CDE), school and the district office. For additional information on facts about California schools and districts, please visit DataQuest at <http://data1.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English Learners.

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Financial Data Note: The financial data displayed in the SARC is from the 2007-08 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year, and one year behind most other data included in this report. For more detailed financial information, please visit www.cde.ca.gov/ds/fd/cs and www.cde.ca.gov/ds/fd/ec.