Mountain View Elementary School
School Accountability Report Card
Reported Using Data from the 2016-17 School Year
Published During 2017-18

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at 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 and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

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

About This School

Contact Information (School Year 2017-18)

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	Kathy Doubravsky
E-mail Address	kdoubravsky@rusd.k12.ca.us
Web Site	http://www.rusdlink.org/Domain/31
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 (School Year 2017-18)

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 an elementary school in the Riverside Unified School District serving students from preschool through 6th grade. 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 in grades 3 - 6. At Mountain View, we focus on 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. Students in grades K-2 enjoy the use of digital devices at a ratio of one device to every three 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 2016-17)

Grade Level	Number of Students
Kindergarten	130
Grade 1	106
Grade 2	94
Grade 3	113
Grade 4	109
Grade 5	99
Grade 6	106
Total Enrollment	757

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	3.6
American Indian or Alaska Native	0.3
Asian	1.6
Filipino	0.5
Hispanic or Latino	82.2
Native Hawaiian or Pacific Islander	0.4
White	9.9
Two or More Races	0.4
Socioeconomically Disadvantaged	81.4
English Learners	32.6
Students with Disabilities	7.5
Foster Youth	0.3

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):
- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	37	37	43	1909
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

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

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which data were collected: 10/16/2017

The table displays information collected in 10/16/17 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.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Macmillan McGraw-Hill: California Treasures, K-2 (adopted in 2013) Macmillan McGraw-Hill: Wonders, 3-6 (adopted in 2016) Houghton Mifflin Harcourt: Read 180/System 44 (adopted in 2010)/Next Generation System 44 (Amended in 2017) McGraw-Hill Education: Maravillas, 3-6 DLI (Adopted in 2016)	Yes	0%
Mathematics	Pearson Education: enVision Math California Common Core 2015, K-6 (adopted in 2014)	Yes	0%
Science	McGraw Hill: California Science, K-6 (Adopted in 2007)	Yes	0%
History-Social Science	Harcourt: Reflections, K-6 (Adopted in 2006)	Yes	0%
Foreign Language	N/A		N/A
Health	N/A		N/A
Visual and Performing Arts	Offer standards-based visual art and instrumental music classes. Offer supporting programs in theater, dance, and vocal music after school.	Yes	0%
Science Laboratory Equipment (grades 9-12)	N/A		N/A

School Facility Conditions and Planned Improvements (Most Recent Year)

Year Constructed: 1954
Last modernized: 2011
Lot Size: 12.7 Acres
38 Permanent Classrooms
5 Portable Classrooms
Library

Multi-Purpose Room
Indoor and Outdoor Cafeteria
Completely Air Conditioned

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

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

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

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

# of Work Orders = 433
Labor Hours =1596.55
Assessed Value of Work = $72,498.07

School Facility Good Repair Status (Most Recent Year)
Using the **most recently collected** FIT data (or equivalent), provide the following:
- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 11/21/2017				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		11: 4-one stained ceiling tile 15: 4-door peeling paint 40: 4-wrinkleed/wron out carpet two stained ceiling tiles cracked window-workorder 41: 4-stained carpet K3: 4-two stained ceiling tiles above RR by duct Library: 4-one stained ceiling tile 7-three lamps out-work order
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			22: 5-cobwebs under sink 26: 6-ants on countertop by sink J114: 5-dirty outside drinking fountain Lounge: 5-Stained carpet by copiers Outside Lunch Area: 5-Dirty Drinking fountain by cafeteria Playground K: 5-dirty drinking fountain
Electrical: Electrical	X			24: 7-three light fixtures out
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Girls RR: 9-one faucet dripping/doesn't work
Safety: Fire Safety, Hazardous Materials	X			

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 11/21/2017				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 11/21/2017				
	Exemplary	**Good**	**Fair**	**Poor**
Overall Rating		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, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students
Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		**District**		**State**	
	2015-16	**2016-17**	**2015-16**	**2016-17**	**2015-16**	**2016-17**
English Language Arts/Literacy (grades 3-8 and 11)	38	38	48	47	48	48
Mathematics (grades 3-8 and 11)	26	22	35	34	36	37

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 Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	442	436	98.64	37.84
Male	211	206	97.63	34.47
Female	231	230	99.57	40.87
Black or African American	16	16	100	25
American Indian or Alaska Native	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	356	351	98.6	36.18
Native Hawaiian or Pacific Islander	--	--	--	--
White	46	46	100	47.83
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	375	369	98.4	34.96
English Learners	200	195	97.5	35.38
Students with Disabilities	52	52	100	7.69
Foster Youth	--	--	--	--

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

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

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

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	442	439	99.32	21.87
Male	211	208	98.58	23.56
Female	231	231	100	20.35
Black or African American	16	16	100	18.75
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	356	353	99.16	20.4
Native Hawaiian or Pacific Islander	--	--	--	--
White	46	46	100	28.26
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	375	372	99.2	19.35
English Learners	200	199	99.5	23.12
Students with Disabilities	52	52	100	5.77
Foster Youth	--	--	--	--

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

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

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

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	57	39	58	54	60	56

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

State Priority: Other Pupil Outcomes

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

• Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	9.3	29.9	23.7

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 State priority: Parental Involvement (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 (School Year 2017-18)

The parental involvement contact at this school is Maria Bleemers. Mrs. Bleemers can be contacted at 951-788-7433.

Parents are an essential part of their child's education. Mountain View recognizes this by providing multiple opportunities for parents to become involved. Parents are involved through School Site Council (SSC), English Language Advisory Council (ELAC), Parent Teacher Association (PTA) and volunteering in classrooms and in a variety of support roles throughout the school. To support parental involvement and education, parents are provided parent handbooks, parent flyers, informational bulletin boards, as well as home-to-school communication in both English and Spanish. The school maintains an informational website expressly for keeping our community up-to-date. Parents are offered training and workshops such as Family Math Night and Families First 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 teacher to clarify questions, assignments, or concerns.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	3.0	2.6	2.2	4.4	4.0	3.6	3.8	3.7	3.6
Expulsions	0.0	0.0	0.1	0.2	0.2	0.2	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

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.

Federal Intervention Program (School Year 2017-18)

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	68.8

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	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	23		5		23	1	5		22	1	5	
1	26		4		25		4		27		4	
2	27		4		26	1	3		24	2	2	
3	27		3		28		4		27		4	
4	27	1	1	2	25	1	3		27		4	
5	34			4	29		3		32		2	1
6	28	1	2	1	28	1	3	1	28	1	2	1
Other									9	1		

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 2016-17)

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 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	6582	1216	5366	71005
District	N/A	N/A	$5,857	$87,199
Percent Difference: School Site and District	N/A	N/A	-20.8	-10.4
State	N/A	N/A	$6,574	$79,228
Percent Difference: School Site and State	N/A	N/A	-29.4	-1.4

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

Types of Services Funded (Fiscal Year 2016-17)

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

$110,135   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

$173,683   Title I: supplemental services and materials to assist students at risk of not meeting state academic standards

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$56,035	$47,808
Mid-Range Teacher Salary	$82,647	$73,555
Highest Teacher Salary	$100,547	$95,850
Average Principal Salary (Elementary)	$125,192	$120,448
Average Principal Salary (Middle)	$132,039	$125,592
Average Principal Salary (High)	$144,725	$138,175
Superintendent Salary	$282,285	$264,457
Percent of Budget for Teacher Salaries	40%	35%
Percent of Budget for Administrative Salaries	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)

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.

2016-2017

During the 2016-2017 school year, all teachers and administrators at Mountain View Elementary will participate in multiple sessions of professional development training in an effort to increase their capacity and knowledge of language arts and mathematics instruction. The topics and initiatives will be selected after conducting a needs assessment that included achievement data, and a survey of the leadership team based on their team's feedback.

Training will be offered during the instructional day, in after school sessions both paid and voluntary. Throughout the year, staff members will have opportunities to participate in activities ad training sponsored by the school, district and other projects that are appropriate for their individual needs and growth.

Staff will have the opportunity to receive training in the following areas 13 days during the year, 10 days more for the Dual Language Immersion staff, and 2-3 days for leadership:
• Foundational Reading Instruction TK-6
• Common Core Standards and Instructional Shifts TK-6 General and Special Education
• Language Arts Curriculum - Wonders and Maravillas Training - 3-6
• Mathematics - Increasing Conceptual Understanding
• Number Talks TK-6 General and Special Education
• Dual Language Immersion - Spanish Literacy Instruction K-3
• Integration of Instructional Technology - Digital Literacy and Digital Citizenship TK-6 General and Special   Education
• PRO-Act Training Special Education
• Elementary AVID Grades 3-6 General Education and Special Education
• Strengths Academy - Engage and Empower with Strengths - 4th Grade

2017-2018

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

Below is a list of professional development attended by our teachers and other staff provided by the district:
• Gateway/K-2 Institute
• Early Numeracy
• AVID Elementary
• Dual Language Immersion
• Restorative Practices