

2004-2005 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet

Type of School: X Elementary ___ Middle ___ High ___ K-12

Name of Principal Mr. Mike Lawshe (Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Mountain View Elementary School (As it should appear in the official records)

School Mailing Address 851 Santa Clara Ave (If address is P.O. Box, also include street address)

Claremont CA 91711-3609 City State Zip Code+4 (9 digits total)

County Los Angeles School Code Number* 19643946012181

Telephone (909) 398-0308 Fax (909) 624-0289

Website/URL www.cusd.claremont.edu/sch/mtv.html E-mail mlawshe@chs.cusd.claremont.edu

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

Date (Principal's Signature)

Name of Superintendent* Dr. Sheralyn Smith (Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Claremont Unified School District Tel. (909) 398-0609

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

Date (Superintendent's Signature)

Name of School Board President/Chairperson Dr. David Speak (Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

Date (School Board President's/Chairperson's Signature)

*Private Schools: If the information requested is not applicable, write N/A in the space.

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2004-2005 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1999 and has not received the 2003 or 2004 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:

<u> 7 </u>	Elementary schools
<u> 0 </u>	Middle schools
<u> 1 </u>	Junior high schools
<u> 2 </u>	High schools
<u> 1 </u>	Other (Community Day School)
<u> 11 </u>	TOTAL

2. District Per Pupil Expenditure: 7073.75
 Average State Per Pupil Expenditure: 6881.82

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:
 - Urban or large central city
 - Suburban school with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural

4. 7 Number of years the principal has been in her/his position at this school.
 _____ If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total		Grade	# of Males	# of Females	Grade Total
PreK	4	2	6		7			
K	25	24	49		8			
1	27	23	50		9			
2	34	31	65		10			
3	27	31	58		11			
4	30	30	60		12			
5	31	37	68		Other			
6	32	32	64					
TOTAL STUDENTS IN THE APPLYING SCHOOL →								420

[Throughout the document, round numbers to avoid decimals.]

6. Racial/ethnic composition of the students in the school:
- | | |
|------------|----------------------------------|
| 34 | % White |
| 14 | % Black or African American |
| 39 | % Hispanic or Latino |
| 12 | % Asian/Pacific Islander |
| 1 | % American Indian/Alaskan Native |
| 100 | Total |

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year 20%

(This rate should be calculated using the grid below. The answer to (6) is the mobility rate.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	43
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	44
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	87
(4)	Total number of students in the school as of October 1	435(CBEDS report 2003)
(5)	Subtotal in row (3) divided by total in row (4)	.2
(6)	Amount in row (5) multiplied by 100	20

8. Limited English Proficient students in the school: 16 %
67 Total Number Limited English Proficient
 Number of languages represented: 14
 Specify languages: Arabic .7%, Cantonese .2%, English 78%, Farsi .2%, Indonesian .2%, Japanese .7%, Korean .2%, Mandarin .5%, Other 1.4%, Filipino .2%, Portuguese .2%, Spanish 12%, Thai .2%, Vietnamese 4.6%

9. Students eligible for free/reduced-priced meals: 47 %
 Total number students who qualify: 193

If this method does not produce an accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 16 %
64 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u>7</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>5</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>21</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>32</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>4</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>6</u> Multiple Disabilities	

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>18</u>	<u>2</u>
Special resource teachers/specialists	<u>2</u>	<u>0</u>
Paraprofessionals	<u>0</u>	<u>10</u>
Support staff	<u>3</u>	<u>7</u>
Total number	<u>24</u>	<u>19</u>

12. Average school student-“classroom teacher” ratio: 22:1
13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Daily student attendance	96%	96%	96%	96%	96%
Daily teacher attendance	96%	96%	94%	97%	98%
Teacher turnover rate	10%	5%	10%	5%	5%
Student dropout rate (middle/high)	N/A	N/A	N/A	N/A	N/A
Student drop-off rate (high school)	N/A	N/A	N/A	N/A	N/A

Part III-Summary

Mountain View Elementary School prides itself in providing an individualized education for all students. In the Claremont Unified School District, school choice is an option for parents; therefore, the diverse population includes students whose affluent parents have their choice of schools, as well as families whose income is well below the poverty line. Mountain View Elementary School is located in the college community of Claremont, approximately thirty miles east of Los Angeles.

Our diverse and transient population is made up of 420 students. 39% of our school population is Hispanic, 34% is White (not Hispanic), 14% is African-American, 12% is Asian/Pacific Islander, and 1% American Indian/Alaskan Native. We currently provide free and reduced lunches for 46.7% of our students.

We house the East San Gabriel Valley Special Education Local Plan Area (SELPA) Pre-Kindergarten through 2nd grade Severe Language Impaired program. Students in this program are diagnosed with a variety of disabilities including autism and Down syndrome.

While individualized education plans are mandated for all special education students, the belief at Mountain View Elementary is that **all** students deserve individualized education. Therefore the entire staff is dedicated to the school mission:

Mountain View Elementary School is committed to ensuring that all students acquire the knowledge, critical skills, and attitudes essential to becoming contributing members of society. We want our diverse community of learners to embrace current and future academic achievement as they become positive citizens prepared for the next level of education.

The school is home to a highly dedicated staff of forty-three teachers, instructional assistants, support personnel, and an administrator. Over the past three years, the school's California Standards Test results and API scores have demonstrated steady yearly growth. To support this endeavor, Mountain View Elementary has established after school tutoring on-site and homework assistance at a local subsidized housing complex. The upper grade students' school day has been aligned to include concentrated time devoted to Language Arts and Math instruction, plus a rotating block schedule that includes technology, library studies, Physical Education, and fine arts. In the primary grades, Physical Education schedules are coordinated to reduce the teacher-student ratio to 5:1 for reading and writing instruction.

Mountain View Elementary School coordinates parent volunteers, school staff, college students, retired teachers, supporters from local churches and the community to meet the needs of each and every student. Through their combined efforts, clothing, holiday baskets, tutoring, snacks, birthday books, classroom supplies, housing and medical referrals are provided to students in need.

Our motto "Every child a reader. Every child by name." reflects how we intertwine academics and individuality for student success.

Part IV-Indicators of Academic Success

1. The meaning of the school's assessment results in reading (language arts or English) and mathematics:

The Academic Performance Index (API) is the primary building block of the statewide accountability system for California public schools. The index was established through the Public Schools Accountability Act (PSAA) in 1999. We qualify for the 2004-2005 *No Child Left Behind* – Blue Ribbon Schools Program because more than 40% of our students come from a disadvantaged background and we have shown dramatic improvement for all student groups as shown by our disaggregated data. Mountain View Elementary School's API score was determined by scores on the Standardized Achievement Test (SAT9) until 2001. The test was changed to the California Achievement Test (CAT6) when the California Standards Tests in Language Arts and Math were added in 2002. The API is a numeric score between 200 and 1000 that reflects a school's performance on a nationally normed test in the areas of English Language Arts and Math. The test is administered annually in California to students in grades two through 11. Other performance indicators, including the California Standards Test and attendance rates,

are factored into the determination of the API score. Additionally, there is a ranking of 1 to 10 that compares schools statewide, as well as schools of similar demographic characteristics. The state has established an API score of 800 as the target score for all schools. In 2001-2002, Mountain View Elementary had a base API of 744, then grew to 761 in 2002-2003. It is currently at 794 for the 2003-2004 school year. All subgroups showed significant growth by far exceeding their API targets. For the current 2004-2005 school year, Mountain View Elementary has challenged itself to exceed the 800 target score. According to the guidelines of *No Child Left Behind* we have met the criteria for Annual Yearly Progress (AYP). The following is an overview of API growth at Mountain View over the last three years.

Subgroups	2001-2002	2002-2003	2003-2004
Hispanic	689	721 +25	740 +18
White (not Hispanic)	795	817 +36	860 +37
Socio-economically Disadvantaged	710	713 +11	746 +37
TOTAL API	744	761 +24	794 +31

The Language Arts and Mathematics content area standards tests provide cluster reports indicating a student's performance within five ranges: Advanced, Proficient, Basic, Below Basic and Far Below Basic. The results indicate Mountain View Elementary is successfully moving students from Far Below Basic and Below Basic to the Advanced, Proficient, and Basic levels. For example, as referenced at <http://star.cde.ca.gov/> there were no Far Below Basic 3rd and 4th graders on the 2004 CST Math Test. There has also been a steady decrease in students scoring at Far Below Basic for the last four years on the ELA tests in 4th grade.

The distinct differences between each subgroup's annual performance is reflective of the uniqueness of our school demographics. Mountain View Elementary does not have the advantage of a large stable population. Over the last four years an average of 26% of 1st through 6th grade students are new enrollees in any given year. 15.4% of the school population is Limited English Proficient. 53% of our students are not from our residential attendance boundaries. 17.6% come to us from other parts of our community, while 35% reside in surrounding cities. Our student population varies from year to year depending on the number of inter-district (from outside the Claremont Unified School District attendance area) and intradistrict (from other schools within CUSD) transfer students. A large percentage of the interdistrict transfer students make up our socio-economically disadvantaged and minority subgroups. This yearly challenge of meeting the academic and social needs of students representing fluctuating demographics has become part of our school culture. The Mountain View Elementary School staff does a marvelous job of meeting with each student, assessing where they are and then equipping them to reach their full potential.

The websites where information on the state assessment system may be found are <http://api.cde.ca.gov/> and <http://www.cde.ca.gov/ta/tg/sr/index.asp>.

2. How the school uses assessment data:

Annual Standardized Test scores provide information on student achievement and program effectiveness. Teachers utilize this information, as well as results of assessments from CRLP (California Reading and Literature Project), summative tests from the Houghton-Mifflin Reading series, and Scott-Foresman Math Assessments to modify curriculum and plan instruction to meet individual needs. Teachers then determine long-range teaching objectives to be communicated at October goal setting parent-teacher conferences. Within the realm of Special Education, students are assessed using norm-and criterion-referenced tests. Functional outcomes are monitored to ensure students' progress in the core curriculum. English language development is assessed using CELDT (California English Language Development Test).

Analysis of student data occurs as teachers meet regularly to discuss teaching methodologies, assessment results, and student progress. Disaggregated data allows identification of school-wide trends related to gender, socio-economics, or program changes. In addition to monthly meetings of primary and upper grade teams, teachers meet regularly by grade level, as well as a whole staff, for further analysis of student work in core areas. This helps target specific areas in need of improvement. This analysis begins before the school year opens in September and continues throughout the school year to target specific areas in need of improvement.

All of the above mentioned assessments enable teachers to pinpoint students in need of intervention. Tutoring programs, as well as enrichment and differentiated instruction on and off site, are provided to students. Assessments also help to drive the instruction of students within the classroom setting. These benchmark assessments are given three to four times a year.

Teachers who have concerns about a student's performance on assessments or on classroom assignments may refer the student to our Student Success Team (SST), which meets once a week throughout the school year. The team consists of a committee of teachers and the parents of the student. They determine effective strategies or modifications to help the student succeed.

3. How the school communicates student performance:

Mountain View effectively communicates performance and assessment data to parents, students, and the community. At Back to School Night in September, parents receive copies of the grade level curriculum and content standards. The standards based report card descriptors provide additional examples of performance expectations. Parents are informed of student progress through work samples in Monday folders, chapter and unit tests, portfolios, and report card grades. Parent-teacher conferences are held throughout the year as needed. Parents are also notified by teachers and the administrator through SST meetings, progress reports, written notes, phone calls and district benchmark scores if their child is at risk of not meeting grade level standards.

Students are made aware of expectations through a variety of methods. Kid Friendly standards are posted in classrooms. Writing scores are based on state rubrics and standards-based explanations are given for the score. Students frequently receive feedback on performance and suggestions for improvement through oral and written comments. Math test scores are broken down into individual standards to communicate student achievement in each specific area.

Over-all assessment results are reported in school and district newsletters, newspapers including the *Los Angeles Times* and on the Internet at the Claremont Unified School District's website (www.cusd.claremont.edu). Individual student results are sent to families with an explanation. Mountain View provides translation as needed. When the school, parents and the community communicate, student success is achieved.

4. How the school has shared and will continue to share its successes with other schools:

Mountain View Elementary School has consistently been identified by Claremont Unified School District and neighboring school districts as a leader in standards-based instruction and assessment. Based on our mission of "Every child a reader. Every child by name.", we have developed a cohesive framework for targeted instruction and assessment according to the California State Standards. Our assessment model has served as the pilot program for the six other elementary schools in our district, and continues to be the springboard for curriculum planning and district benchmark programs. Teacher representatives from each grade level serve as leaders in district-wide, grade level and professional development trainings, guiding other educators to effectively use assessment data.

Beginning in 1999, through CRLP, eighteen teachers and the principal received training in the Reading Results Program, focusing on assessing and organizing standards-based reading instruction. These teachers continued their professional training for the next five years, and have served as coordinators, presenters and administrators in the Reading Results Program. This furthered our mission of specifically identifying students and providing them with the skills to become fluent readers.

In addition, Mountain View Elementary School has established a community partnership with the University of La Verne. Through a joint project, we have developed and supported a reading clinic for students performing two grade levels or more below standards as well as for students needing English

language support and development. Qualifying students are identified by their classroom teacher and receive one-on-one support from graduate students earning their Reading Specialist Credential.

Mountain View Elementary has been recognized as a California Distinguished School. This honor has given the administrator and several teacher leaders the opportunity to share successes and accomplishments with other schools looking to improve their programs and practices. By sharing the written application and practical teaching strategies, our leadership example provides support and guidance to other schools both within and outside of the District. Mountain View Elementary School has also created an interactive web site for parents, students, and community members to access our curriculum and best practices on a regular basis.

Part V-Curriculum and Instruction

1. Curriculum:

The curriculum at Mountain View is based on the school philosophy, “Every child a reader. Every child by name.” It targets literacy in all areas. The curriculum focuses on the California State Content Standards. All students are held to the same academic standards and have equal access to the core curriculum. Moderately or severely disabled students receive a curriculum that meets their individual needs and IEP goals.

The English Language Arts Curriculum is presented through the District adopted Houghton-Mifflin Reading Program and is supplemented by SRA/McGraw-Hill Open Court Reading Programs. The writing program is coordinated throughout the grade levels utilizing *Four Square Writing Method*, by Judith S. and Evan Jay Gould. Kindergarten students learn letter recognition and formation along with letter names and sounds. They begin to write words using phonemic awareness skills and progress to writing original sentences. Developing through the grade levels, students learn paragraph and multiple-paragraph essay writing in a variety of genres.

The Scott-Foresman Math program is the primary component for instruction in Kindergarten through 6th grade. Students begin with number recognition, number sense and one-to-one correspondence, then move on to basic operations, problem solving, probability and algebra. Problem solving and basic skills are equally stressed. Math reasoning is integrated into daily lessons and Math Exemplars are used to showcase problem solving skills. Using manipulatives, direct instruction and cooperative groups makes it possible to teach math procedures and concepts in a meaningful way.

Students at all grade levels explore concepts through experimentation within the Earth, Life and Physical Science strands. Students receive hands-on opportunities for experimentation through different service learning activities. For example, fifth graders are assisted by college students as they perform weekly experiments at the Bernard Field Station, an environmental research post that is an extension of the Claremont-McKenna Colleges. Sixth grade students attend a week-long science camp in the local mountains each year. Mountain View Elementary also hosts an annual Family Science Night for all students.

The Social Studies curriculum, based on the California Content Standards, blends experiential learning with textbook instruction. Primary students take walking fieldtrips within Claremont to learn about community helpers and their neighborhood. Third grade students participate in an assembly and bus tour presented by the Claremont historical society to learn the history of Claremont, its landmarks and government. Through a technology-based student production, fourth, fifth and sixth graders celebrate their place in the state, country and world. The culminating project is a video, *Time Warp News*, that features the students recreating historical events as if they were there in real time.

All students receive instruction in Visual Arts and Music and learn the vocabulary relevant to each of these curricular areas. They study basic note recognition, music appreciation and sight-reading. They apply their skills using proper vocal music techniques. In art, students focus on the five basic elements of design and create projects for a portfolio that incorporates each element. Our staff is working on aligning the current curriculum with the California State Standards for the visual and performing arts.

Physical Education and development is an important component at Mountain View. Rather than an emphasis on competition, individual activities such as daily exercise, endurance building, gross motor skills and the skills needed to play team sports are stressed. The overall goal is to develop life-long habits of physical fitness. Fifth grade students take the President’s Physical Fitness test.

2. Reading Curriculum:

The principle of “Every child a reader. Every child by name.”, is the mission statement and focus of Mountain View’s reading curriculum. To accomplish this goal, teachers incorporate strategies learned from CRLP, the Houghton-Mifflin Reading series, Open Court trainings, the Los Angeles County Office of Education Literacy Clinic and district professional development presentations. Ongoing assessments provide a clear picture of individual student progress toward literacy. Classrooms integrate listening, speaking, reading, and writing skills across the curriculum. Spelling and writing are embedded in the English Language Arts program. Beginning in the Pre-K SLI (Severe Language Impaired) classroom and continuing through the first grade, children are given explicit phonics and phonemic awareness instruction. In second and third grade, emphasis is placed on activities that focus on orthographic features and word study in order to improve accuracy. Teachers at the third grade level note a marked decrease in the number of students requiring specific phonics instruction through decodable texts. This change allows the third through sixth grade classes to concentrate on higher order comprehension skills such as making inferences and critical analysis. The sixth grade classes participate in Literature Circles and enjoy analyzing novels during self-guided discussions.

Primary teachers are supported by a Reading Specialist who works with several groups of five students for forty minutes each. America Reads tutors from the nearby Claremont Colleges read one-on-one with the children. Weekly library experiences are an integral part of the curriculum for all students.

Based on our vision statement, we identify the individual needs of each child as they progress toward becoming life long readers. This individualized approach to reading instruction serves our diverse and transient population well.

3. Math Curriculum:

Equally important to the reading curriculum, a solid math foundation prepares students for future success in life. Our mission statement reflects the goal of “...acquiring the knowledge, critical skills and attitudes essential to becoming contributing members of society.” Mathematics problem solving and basic skills are stressed across the curriculum based on this mission. In addition to incorporating math into all thematic units, teachers plan lessons based on the state adopted Scott-Foresman math series. Supplemental materials such as Mountain Math and Math Exemplars (a problem solving series) enhance our curriculum. All students are provided access to, and instruction in, the California State Content Standards. Individual learning styles and needs are identified and addressed. For example, in addition to daily lessons, intensive mini-units are taught during the third grade afternoon rotation time. Topics are identified based on deficits indicated on CST testing data. In grades four, five and six, teachers have created a cover sheet for the math standards taught in each chapter. After each assessment, scores are recorded on the cover sheet to communicate benchmarks to the parents and students. Remediation needs can also be identified from these scores and fluid groupings allow for re-teaching of essential math skills.

Teachers emphasize practical applications in the use of basic skills. On walking field trips, primary students identify geometric shapes in their environment, take pictures with a digital camera and then create their own picture book. While teaching money, third graders plan a meal, estimate its cost and take a trip to the grocery store to shop for the food. Fourth graders tie together all math strands when they design their own 2,000 to 3,000 square foot “Dream House”. The area and perimeter of rooms and hallways are calculated. Students use addition, subtraction, multiplication, fractions, measurement, graphing, and spatial awareness to produce a blueprint. The designs are presented to the class and displayed for Open House. Upper grade students plan and run individual corporations during Business Day. The CEO is responsible for establishing a budget and keeping a record of profits or losses as fellow students patronize the establishment. Mountain View strives to create a diverse community of learners that will embrace current and future academic achievement as they become positive citizens prepared for their next educational level.

4. Instructional Methods:

Learning by doing is the norm at Mountain View. Students engage in stimulating, real-life learning through a variety of instructional methods aligned with grade level standards and themes. Teachers use a multi-modality approach to address the unique needs and individual learning styles of their students. All

teachers use a directed teaching model for the introduction of new concepts and skills. Students are later provided with opportunities for independent practice, remediation/re-teaching and in-depth studies. Mountain View utilizes paraprofessional assistants, provided by Title I funding, to reduce the student-teacher ratio to as low as 5:1 in the primary (1st through 3rd) grades and 7:1 in the upper (4th through 6th) grades during reading instruction.

An important instructional philosophy at Mountain View is “every child by name,” an emphasis of the CRLP program. All teachers implement this philosophy by becoming intimately acquainted with each of their students’ individual strengths and building upon those strengths to meet the state content standards. Teachers create instruction to meet appropriate benchmarks by addressing multiple intelligences. Because our school population is small and diverse, it is vital to spiral instruction through the grade levels. Teachers collaborate regularly to provide each child with an individualized instruction program.

The entire school community participates in Read Across America activities and Career Opportunity Day. Through student presentations at monthly flagpole gatherings, the children are provided instruction in the development of civic and personal responsibility as well as character development.

Teacher Assistants, Special Education Instructional Assistants, community volunteers and tutors from local colleges help to provide small group and individual practice for students. After school tutoring in math, reading and writing is provided on site. Homework assistance is supported at a nearby apartment complex four afternoons a week by a credentialed Mountain View teacher.

CLAD or SDAIE certificated teachers and an ELL instructional assistant provide sheltered English instruction at the appropriate level of language proficiency. Supplemental research-based programs such as Leap Frog/Leap Pad are available for the academic development of students identified as ELL.

Classrooms are equipped with a TV/VCR and in some cases, a DVD player. Each classroom has at least one computer with Internet access and a printer. Our computer lab houses 21 networked iMacs connected to the Internet. Scanners, Alpha Smarts (simple, portable computer companions) and a large screen projection system enhance instruction.

SDC (Special Day Class) students have access to the same curriculum as their peers, but the presentation of the curriculum is modified to make it comprehensible and practical. Students with special needs participate in the general education curriculum through a myriad of inclusion and mainstreaming opportunities. Reverse mainstreaming takes place as well through the use of cross-age tutors and reading buddies. In every aspect of the curriculum, dynamic instructional methods are used.

5. Professional development program:

Mountain View Elementary maintains a firm commitment toward achieving the goal of ongoing professional development. In primary and upper grade teams, time is reserved for staff members to collaborate and to coordinate programs. By “banking time” and creating a duty free period on Wednesday afternoons, these teachers are able to meet and plan curriculum together during the scheduled school day. Special Education teachers participate in district-wide, on-going professional development through monthly collaboration meetings across the District. Teachers share, organize, and update information about educational law, new programs, and effective teaching practices. Pre-Kindergarten through third grade teachers meet monthly, to spiral curriculum and vertically align instruction throughout the primary grades. Fourth through sixth grade teachers participate in weekly team meetings through the use of a block schedule program. By coordinating Physical Education, computer, art, music, and library programs across these grade levels, teachers are provided with a block of release time to develop curriculum, plan assessment, and analyze test data to improve instruction.

Additionally, Mountain View Elementary staff members have been provided with, or served as, teacher leaders for on-going professional development and curriculum enhancement in many of the content areas. Regular classroom teachers have received training from CRLP in the form of the Reading Results Program since 1999 and from the LACOE Literacy Academy and Math Institute since 2002. These programs have helped further our pursuit to identify “Every child a reader. Every child by name.” Intensive training in new curriculum, assessment, and data analysis has allowed us to identify the explicit needs of students within a subject area and provide specific, standards-based instruction to increase their understanding and test performance. Current CST data and district-wide assessments have demonstrated

consistent progress toward our goal of moving all students from the categories of Basic, Below Basic and Far Below Basic to Proficient or Advanced levels on the CST in both Language Arts and Math.

The professionalism and dedication of the entire Mountain View Staff is evident in the above mentioned adjunct responsibilities taken on each year, and is a major factor contributing to the steady improvement in student progress.

State of California Criterion Referenced Tests
Grade 2 English/Language Arts

Testing Month: **April/May**

	2003-2004	2002-2003	2001-2002	2000-2001
School Scores				
At Advanced	10%	7%	4%	6%
At or Above Proficient	32%	37%	17%	38%
At or Above Basic	75%	67%	62%	74%
Number of students tested	60	61	53	53
Percent of total students tested	97%	98%	85%	84%
Number of students excluded	2	1	9	10
Percent of students excluded	3%	2%	15%	16%
SUBGROUP SCORES				
White, not of Hispanic Origin				
Number of students tested	20	19	21	21
At Advanced	10%	16%	10%	5%
At or Above Proficient	40%	68%	29%	52%
At or Above Basic	85%	89%	67%	81%
At Below Basic	15%	5%	24%	14%
At Far Below Basic	0%	5%	10%	5%
Hispanic				
Number of students tested	23	23	18	21
At Advanced	4%	4%	0%	5%
At or Above Proficient	13%	17%	6%	35%
At or Above Basic	61%	52%	67%	70%
At Below Basic	13%	9%	28%	29%
At Far Below Basic	26%	31%	6%	0%
Economically Disadvantaged				
Number of students tested	29	26	32	31
At Advanced	7%	0%	0%	3%
At or Above Proficient	28%	27%	6%	31%
At or Above Basic	62%	62%	56%	69%
At Below Basic	21%	19%	31%	29%
At Far Below Basic	17%	19%	13%	0%
Total State Scores				
At Advanced	12%	12%	9%	10%
At or Above Proficient	35%	36%	32%	32%
At or Above Basic	65%	68%	63%	61%
At Below Basic	22%	19%	22%	24%
At Far Below Basic	13%	13%	15%	15%

State of California Criterion Referenced Tests
Grade 3 English/Language Arts

Testing Month: **April/May**

	2003-2004	2002-2003	2001-2002	2000-2001
School Scores				
At Advanced	10%	12%	9%	9%
At or Above Proficient	32%	36%	30%	105%
At or Above Basic	77%	71%	62%	59%
Number of students tested	58	49	56	55
Percent of total students tested	97%	100%	95%	93%
Number of students excluded	2	0	3	4
Percent of students excluded	3%	0%	5%	7%
SUBGROUP SCORES				
White, not of Hispanic Origin				
Number of students tested	20	17	22	20
At Advanced	30%	24%	5%	25%
At or Above Proficient	55%	59%	45%	40%
At or Above Basic	95%	88%	73%	80%
At Below Basic	0%	6%	5%	15%
At Far Below Basic	5%	6%	23%	5%
Hispanic				
Number of students tested	21	18	20	11
At Advanced	0%	0%	10%	0%
At or Above Proficient	14%	28%	20%	9%
At or Above Basic	67%	83%	65%	55%
At Below Basic	24%	11%	30%	45%
At Far Below Basic	10%	6%	5%	0%
Economically Disadvantaged				
Number of students tested	26	28	24	29
At Advanced	0%	0%	13%	7%
At or Above Proficient	23%	21%	21%	14%
At or Above Basic	69%	68%	50%	59%
At Below Basic	23%	18%	33%	34%
At Far Below Basic	8%	14%	17%	7%
Total State Scores				
At Advanced	9%	10%	11%	9%
At or Above Proficient	30%	33%	34%	30%
At or Above Basic	61%	63%	62%	59%
At Below Basic	22%	21%	23%	24%
At Far Below Basic	17%	16%	16%	16%

State of California Criterion Referenced Tests
Grade 4 English/Language Arts

Testing Month: **April/May**

School Scores	2003-2004	2002-2003	2001-2002	2000-2001
At Advanced	18%	10%	19%	21%
At or Above Proficient	61%	47%	46%	46%
At or Above Basic	89%	77%	88%	78%
Number of students tested	61	67	52	63
Percent of total students tested	98%	100%	88%	93%
Number of students excluded	1	0	7	5
Percent of students excluded	2%	0%	12%	7%
SUBGROUP SCORES				
White, not of Hispanic Origin				
Number of students tested	20	19	19	29
At Advanced	30%	16%	32%	17%
At or Above Proficient	75%	47%	53%	55%
At or Above Basic	90%	79%	95%	86%
At Below Basic	10%	16%	0%	10%
At Far Below Basic	0%	5%	5%	3%
Hispanic				
Number of students tested	24	32	13	19
At Advanced	4%	6%	8%	6%
At or Above Proficient	58%	44%	46%	22%
At or Above Basic	88%	81%	92%	50%
At Below Basic	13%	16%	0%	37%
At Far Below Basic	0%	3%	8%	11%
Economically Disadvantaged				
Number of students tested	32	39	31	25
At Advanced	3%	5%	13%	16%
At or Above Proficient	47%	41%	42%	32%
At or Above Basic	91%	74%	87%	52%
At Below Basic	9%	21%	10%	36%
At Far Below Basic	0%	5%	3%	12%
Total State Scores				
At Advanced	16%	15%	14%	11%
At or Above Proficient	39%	39%	36%	33%
At or Above Basic	73%	74%	71%	66%
At Below Basic	18%	18%	19%	21%
At Far Below Basic	9%	8%	11%	13%

State of California Criterion Referenced Tests
Grade 5 English/Language Arts
Testing Month: **April/May**

School Scores	2003-2004	2002-2003	2001-2002	2000-2001
At Advanced	26%	8%	21%	7%
At or Above Proficient	51%	39%	45%	35%
At or Above Basic	80%	76%	88%	73%
Number of students tested	65	59	58	61
Percent of total students tested	100%	98%	92%	92%
Number of students excluded	0	1	5	5
Percent of students excluded	0%	2%	8%	8%
SUBGROUP SCORES				
White, not of Hispanic Origin				
Number of students tested	17	17	28	31
At Advanced	53%	24%	21%	10%
At or Above Proficient	65%	53%	50%	45%
At or Above Basic	88%	94%	93%	69%
At Below Basic	6%	6%	7%	10%
At Far Below Basic	6%	0%	0%	19%
Hispanic				
Number of students tested	29	19	15	14
At Advanced	21%	0%	7%	7%
At or Above Proficient	52%	26%	27%	14%
At or Above Basic	79%	74%	67%	64%
At Below Basic	14%	26%	27%	21%
At Far Below Basic	7%	0%	7%	14%
Economically Disadvantaged				
Number of students tested	43	35	23	29
At Advanced	12%	6%	9%	3%
At or Above Proficient	40%	29%	30%	24%
At or Above Basic	72%	74%	74%	76%
At Below Basic	19%	20%	17%	21%
At Far Below Basic	9%	6%	9%	3%
Total State Scores				
At Advanced	16%	10%	9%	7%
At or Above Proficient	40%	36%	31%	28%
At or Above Basic	71%	72%	71%	66%
At Below Basic	16%	18%	20%	22%
At Far Below Basic	13%	11%	9%	12%

State of California Criterion Referenced Tests
Grade 6 English/Language Arts
Testing Month: **April/May**

School Scores	2003-2004	2002-2003	2001-2002	2000-2001
At Advanced	17%	27%	8%	10%
At or Above Proficient	54%	51%	35%	39%
At or Above Basic	83%	86%	82%	75%
Number of students tested	65	66	64	59
Percent of total students tested	100%	100%	97%	95%
Number of students excluded	0	0	2	3
Percent of students excluded	0%	0%	3%	5%
SUBGROUP SCORES				
White, not of Hispanic Origin				
Number of students tested	19	27	28	23
At Advanced	26%	26%	11%	18%
At or Above Proficient	68%	63%	50%	59%
At or Above Basic	89%	96%	79%	82%
At Below Basic	5%	4%	18%	17%
At Far Below Basic	5%	0%	4%	0%
Hispanic				
Number of students tested	24	15	17	15
At Advanced	8%	13%	6%	7%
At or Above Proficient	38%	33%	24%	27%
At or Above Basic	79%	67%	71%	80%
At Below Basic	13%	33%	24%	0%
At Far Below Basic	8%	0%	6%	20%
Economically Disadvantaged				
Number of students tested	34	23	27	21
At Advanced	12%	17%	4%	5%
At or Above Proficient	47%	39%	26%	19%
At or Above Basic	76%	87%	78%	67%
At Below Basic	15%	9%	19%	24%
At Far Below Basic	9%	4%	4%	10%
Total State Scores				
At Advanced	12%	13%	9%	8%
At or Above Proficient	36%	36%	30%	31%
At or Above Basic	72%	71%	66%	67%
At Below Basic	19%	16%	19%	20%
At Far Below Basic	10%	13%	15%	13%

State of California Criterion Referenced Tests

Grade 2 Math

Testing Month: **April/May**

School Scores	2003-2004	2002-2003	2001-2002
At Advanced	15%	21%	11%
At or Above Proficient	42%	55%	44%
At or Above Basic	74%	73%	74%
Number of students tested	60	61	54
Percent of total students tested	97%	98%	87%
Number of students excluded	2	1	8
Percent of students excluded	3%	2%	13%
SUBGROUP SCORES			
White, not of Hispanic Origin			
Number of students tested	20	19	21
At Advanced	20%	37%	5%
At or Above Proficient	55%	74%	71%
At or Above Basic	85%	89%	90%
At Below Basic	15%	5%	10%
At Far Below Basic	0%	5%	0%
Hispanic			
Number of students tested	23	23	18
At Advanced	9%	13%	6%
At or Above Proficient	30%	43%	28%
At or Above Basic	57%	61%	72%
At Below Basic	30%	26%	22%
At Far Below Basic	13%	13%	6%
Economically Disadvantaged			
Number of students tested	29	26	33
At Advanced	3%	19%	6%
At or Above Proficient	31%	62%	27%
At or Above Basic	62%	73%	67%
At Below Basic	28%	23%	30%
At Far Below Basic	10%	4%	3%
Total State Scores			
At Advanced	23%	24%	16%
At or Above Proficient	51%	53%	43%
At or Above Basic	76%	76%	68%
At Below Basic	20%	20%	24%
At Far Below Basic	5%	5%	8%

State of California Criterion Referenced Tests

Grade 3 Math

Testing Month: **April/May**

	2003-2004	2002-2003	2001-2002
School Scores			
At Advanced	19%	8%	14%
At or Above Proficient	53%	41%	33%
At or Above Basic	84%	70%	61%
Number of students tested	58	49	57
Percent of total students tested	97%	100%	97%
Number of students excluded	2	0	2
Percent of students excluded	3%	0%	3%
SUBGROUP SCORES			
White, not of Hispanic Origin			
Number of students tested	20	17	22
At Advanced	25%	12%	18%
At or Above Proficient	75%	65%	36%
At or Above Basic	85%	76%	68%
At Below Basic	15%	24%	18%
At Far Below Basic	0%	0%	15%
Hispanic			
Number of students tested	21	18	20
At Advanced	10%	0%	5%
At or Above Proficient	38%	28%	30%
At or Above Basic	86%	72%	60%
At Below Basic	14%	28%	35%
At Far Below Basic	0%	0%	5%
Economically Disadvantaged			
Number of students tested	26	28	25
At Advanced	15%	0%	12%
At or Above Proficient	42%	25%	24%
At or Above Basic	85%	61%	48%
At Below Basic	15%	39%	44%
At Far Below Basic	0%	0%	8%
Total State Scores			
At Advanced	21%	19%	12%
At or Above Proficient	48%	46%	38%
At or Above Basic	73%	71%	65%
At Below Basic	23%	23%	26%
At Far Below Basic	4%	7%	9%

State of California Criterion Referenced Tests
Grade 4 Math
 Testing Month: **April/May**

	2003-2004	2002-2003	2001-2002
School Scores			
At Advanced	21%	23%	24%
At or Above Proficient	62%	47%	50%
At or Above Basic	90%	74%	78%
Number of students tested	61	67	54
Percent of total students tested	98%	100%	92%
Number of students excluded	1	0	5
Percent of students excluded	2%	0%	8%
SUBGROUP SCORES			
White, not of Hispanic Origin			
Number of students tested	20	19	19
At Advanced	30%	16%	37%
At or Above Proficient	80%	58%	47%
At or Above Basic	100%	84%	79%
At Below Basic	0%	11%	16%
At Far Below Basic	0%	5%	5%
Hispanic			
Number of students tested	24	31	14
At Advanced	8%	16%	14%
At or Above Proficient	42%	32%	57%
At or Above Basic	83%	65%	64%
At Below Basic	17%	29%	36%
At Far Below Basic	0%	6%	36%
Economically Disadvantaged			
Number of students tested	32	38	32
At Advanced	6%	21%	25%
At or Above Proficient	50%	34%	53%
At or Above Basic	88%	63%	81%
At Below Basic	13%	26%	19%
At Far Below Basic	0%	11%	0%
Total State Scores			
At Advanced	18%	18%	13%
At or Above Proficient	45%	45%	37%
At or Above Basic	73%	72%	67%
At Below Basic	24%	21%	26%
At Far Below Basic	3%	7%	7%

Grade 5 Math

Testing Month: **April/May**

	2003-2004	2002-2003	2001-2002
School Scores			
At Advanced	11%	7%	14%
At or Above Proficient	37%	29%	51%
At or Above Basic	65%	68%	76%
Number of students tested	65	59	57
Percent of total students tested	100%	98%	90%
Number of students excluded	0	1	6
Percent of students excluded	0%	2%	10%
SUBGROUP SCORES			
White, not of Hispanic Origin			
Number of students tested	17	17	28
At Advanced	18%	12%	11%
At or Above Proficient	53%	41%	54%
At or Above Basic	82%	71%	82%
At Below Basic	18%	24%	18%
At Far Below Basic	0%	6%	0%
Hispanic			
Number of students tested	29	19	14
At Advanced	0%	0%	7%
At or Above Proficient	21%	16%	36%
At or Above Basic	59%	63%	50%
At Below Basic	34%	21%	36%
At Far Below Basic	7%	16%	14%
Economically Disadvantaged			
Number of students tested	43	35	22
At Advanced	5%	9%	5%
At or Above Proficient	26%	23%	36%
At or Above Basic	51%	63%	68%
At Below Basic	37%	9%	9%
At Far Below Basic	12%	9%	9%
Total State Scores			
At Advanced	12%	10%	7%
At or Above Proficient	38%	35%	29%
At or Above Basic	65%	61%	59%
At Below Basic	25%	26%	31%
At Far Below Basic	10%	13%	9%

State of California Criterion Referenced Tests

Grade 6 Math

Testing Month: **April/May**

School Scores	2003-2004	2002-2003	2001-2002
At Advanced	20%	17%	19%
At or Above Proficient	43%	56%	52%
At or Above Basic	74%	86%	74%
Number of students tested	65	66	64
Percent of total students tested	100%	100%	97%
Number of students excluded	0	0	2
Percent of students excluded	0%	0%	3%
SUBGROUP SCORES			
White, not of Hispanic Origin			
Number of students tested	19	27	28
At Advanced	31%	15%	21%
At or Above Proficient	53%	56%	61%
At or Above Basic	84%	89%	79%
At Below Basic	570%	11%	18%
At Far Below Basic	0%	0%	4%
Hispanic			
Number of students tested	24	15	17
At Advanced	8%	0%	18%
At or Above Proficient	38%	33%	41%
At or Above Basic	63%	80%	65%
At Below Basic	29%	20%	29%
At Far Below Basic	8%	0%	6%
Economically Disadvantaged			
Number of students tested	34	23	27
At Advanced	21%	13%	19%
At or Above Proficient	29%	57%	44%
At or Above Basic	68%	87%	78%
At Below Basic	6%	9%	22%
At Far Below Basic	6%	4%	0%
Total State Scores			
At Advanced	12%	10%	10%
At or Above Proficient	35%	34%	32%
At or Above Basic	66%	64%	62%
At Below Basic	27%	28%	29%
At Far Below Basic	7%	8%	8%