

# School Accountability Report Card Reported for School Year 2006-07 Published During 2007-08

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office. *DataQuest*, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

## I. About This School

### Contact Information

This section provides the school's contact information.

School		District	
<b>School Name</b>	Mira Vista Elementary School	<b>District Name</b>	West Contra Costa Unified School District
<b>Street</b>	6397 Hazel Avenue	<b>Phone Number</b>	(510) 231-1100
<b>City, State, Zip</b>	Richmond, CA 94805	<b>Web Site</b>	www.wccusd.k12.ca.us
<b>Phone Number</b>	(510) 231-1416	<b>Superintendent</b>	Bruce Harter
<b>Principal</b>	Katherine H. Hendon	<b>E-mail Address</b>	bharter@wccusd.net
<b>E-mail Address</b>	khendon@wccusd.net	<b>CDS Code</b>	

### School Description and Mission Statement

This section provides information about the school's goals and programs.

Mira Vista Elementary School values the importance of promoting the intellectual, physical, moral, social and emotional development of all students. Parents and staff members work together to provide a nurturing, safe and orderly school environment in which each student is encouraged to develop his/her full potential. Diversity and individual uniqueness are valued.

### Opportunities for Parental Involvement

This section provides information about opportunities for parents to become involved with school activities.

Contact Person Name: Christina Samson  
Contact Person Phone Number 510-231-1416

#### PARENT INVOLVEMENT PROGRAMS

**School Site Council (SSC):** The role of the SSC is to give parents, faculty and staff more on-site decision making ability by giving individuals the opportunity to work together in planning school program improvements. Every elementary school must have a School Site Council composed of five parents or community members, the principal, three classroom teachers, and one other staff member (Education Code Section 52852).

**PARENT-TEACHER ASSOCIATION (PTA) and/OR PARENT GROUP(s):** The PTA sponsors an annual Fall Festival and several fundraisers.

### Student Enrollment by Grade Level

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Kindergarten	65
Grade 1	75
Grade 2	57
Grade 3	54
Grade 4	54
Grade 5	58
Grade 6	47
<b>Total Enrollment</b>	<b>410</b>

### Student Enrollment by Group

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	35 %	White (not Hispanic)	19.27 %
American Indian or Alaska Native	0.24 %	Multiple or No Response	9.51 %
Asian	7.56 %	Socioeconomically Disadvantaged	54 %
Filipino	1 %	English Learners	24 %
Hispanic or Latino	28 %	Students with Disabilities	22 %
Pacific Islander	%		

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

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2004-05			Avg. Class Size	2005-06			Avg. Class Size	2006-07					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms				
		1-20	21-32			33+	1-20			21-32	33+	1-20	21-32	33+
<b>K</b>	16.7	3			19.3	3			20	2				
<b>1</b>	18.7	3			17	3			17.8	4				
<b>2</b>	18	3			18	2			19.3	3				
<b>3</b>	15.5	2			18	3			19	2				
<b>4</b>					32		1		31		1			
<b>5</b>	32		1		33			1	30		1			
<b>6</b>					33			1	33			1		
<b>K-3</b>									19	1				
<b>3-4</b>	15	1							19	1				
<b>4-8</b>	31		3		32		1		31		1			
<b>Other</b>														

## II. School Climate

### School Safety Plan

This section provides information about the school's comprehensive safety plan.

Date of Last Review/Update February 21, 2006  
Date Last Discussed with Staff: February 21, 2006

The School Safety and Emergency Team provides training and updates, maintains earthquake preparedness materials, and plans monthly fire and earthquake drills. Children are not to be dropped off until 8:15 am, when there is an adult on yard duty. All visitors must check into the main office and obtain a visitors pass. The Y Care has an onsite daycare program for both before and after school.

### Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
<b>Suspensions</b>	1.6	1.5	0	44.4	34.8	0.29
<b>Expulsions</b>	0	0	0	0.1	0	0.01

## III. School Facilities

### School Facility Conditions and Improvements

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

Mira Vista Elementary school underwent a \$12.3 million renovation, and during this time the school was moved to portable classrooms. The newly rebuilt campus opened in the fall of 2005.

### School Facility Good Repair Status

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status. The table displays the results of the school site inspection completed in 2007.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Gas Leaks</b>	[X]	[ ]	[ ]	
<b>Mechanical Systems</b>	[X]	[ ]	[ ]	Wheel chair lifts do not work. Repairs to be completed by August 31, 2008
<b>Windows/Doors/Gates (interior and exterior)</b>	[X]	[ ]	[ ]	Broken gate between playground and parking lot. Repairs to be completed by August 31, 2008
<b>Interior Surfaces (walls, floors, and ceilings)</b>	[X]	[ ]	[ ]	
<b>Hazardous Materials (interior and exterior)</b>	[X]	[ ]	[ ]	
<b>Structural Damage</b>	[X]	[ ]	[ ]	Level 1&2: Steps between levels have poor drainage, there is puddling, down spouts have been closed off. Repairs to be completed by August 31, 2008
<b>Fire Safety</b>	[ ]	[X]	[ ]	Level 1&2: Wheel chair lifts are broken, the boxes are open with the wires hanging out, exposed. Repairs to be completed by August 31, 2008
<b>Electrical (interior and exterior)</b>	[X]	[ ]	[ ]	Lights around campus are not sufficient. It is very dark at night and some bulbs have burned out, this was mentioned in last years SARC and has yet to be addressed.
<b>Pest/Vermin Infestation</b>	[X]	[ ]	[ ]	

	Repair Status			
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Drinking Fountains (inside and outside)</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Restrooms</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Level 1: Girls RR water was shut off. Level 1&3: Boys RR: Urinals go not work properly, no paper towels. Level 3: Boys RR: Flooding.  Repairs to be completed by August 31, 2008
<b>Sewer</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Playground/School Grounds</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Water on steps slipping hazard. Gate from playground to parking lot was left open, this gate is also too short and is not safe.  Repairs to be completed by August 31, 2008
<b>Roofs</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Overall Cleanliness</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

### Overall Summary of School Facility Good Repair Status

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
<b>Overall Summary</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## IV. Teachers

### Professional Development

This section provides information on the annual number of schooldays dedicated to staff development for the most recent three-year period.

Quality instruction and instructional leadership are at the heart of the district's achievement improvement efforts. To ensure this, the Curriculum and Instruction Department engages teachers, administrators and other personnel in ongoing professional development focused on improving teaching and learning.

Training is provided to principals and other administrators to improve their ability to provide strong instructional leadership and guide teaching and learning at school sites. The principals, in turn, provide support to teachers through staff conferences, opportunities for collaborative study and planning, and individual coaching based on ongoing classroom observations. Teachers and other staff are provided with both on and off-site professional development in all standards based curriculum content areas and related areas that support student achievement.

Beyond the content areas, professional development is provided in English Language Development, Gifted and Talented Education (GATE), differentiated instruction and educational technology. In addition, training is made available in classroom management and the effective use of assessment data and teacher data teams in meeting the needs of all students. A primary goal of the professional development program is ensuring that all students are served by skilled, highly qualified teachers and that teachers are supported by strong, knowledgeable instructional leaders.

### Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2004-05	2005-06	2006-07	2006-07
<b>With Full Credential</b>	20	17	19	1451
<b>Without Full Credential</b>	0	2	3	179
<b>Teaching Outside Subject Area of Competence</b>				N/A

### 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). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2005-06	2006-07	2007-08
Misassignments of Teachers of English Learners	0	0	
Total Teacher Misassignments	0	0	
Vacant Teacher Positions	0	0	

### Core Academic Classes Taught by No Child Left Behind Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at

<http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	90.5%	9.5%
All Schools in District	84%	16%
High-Poverty Schools in District	89%	11%
Low-Poverty Schools in District	92.8%	7.2%

## V. Support Staff

### Academic Counselors and Other Support Staff

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

## VI. Curriculum and Instructional Materials

### Quality, Currency, and Availability of Textbooks and Instructional Materials

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials. This information was collected in March 2008.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	SRA, Open Court Reading (Grades K-5) Prentice Hall Bronze 6th grade	0%
Mathematics	Harcourt Math (Grades K-6)	0%
Science	Scott Foresman Science K-6	0%
History-Social Science	Elementary Social Science: Macmillan/McGraw Hill California Vistas	0%

## VII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2005-06)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures and teacher salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$4,780	\$3,255	\$8,035	\$58,414
District	---	---	\$8,159	\$51,959
Percent Difference – School Site and District	---	---	-1.52%	18.01%
State	---	---	\$4,943	\$60,032
Percent Difference – School Site and State	---	---	6.83%	-2.36%

### Types of Services Funded

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

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Programs and services available at Mira Vista School include:

- 21st Century
- Special Ed
- Arts and Music Block Grant
- LEP
- Gifted and Talented

### Teacher and Administrative Salaries (Fiscal Year 2005-06)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
<b>Beginning Teacher Salary</b>	\$35,509	\$38,937
<b>Mid-Range Teacher Salary</b>	\$52,059	\$61,080
<b>Highest Teacher Salary</b>	\$68,363	\$76,443
<b>Average Principal Salary (Elementary)</b>	\$82,784	\$99,694
<b>Average Principal Salary (Middle)</b>	\$86,923	\$103,687
<b>Average Principal Salary (High)</b>	\$98,007	\$112,983
<b>Superintendent Salary</b>	\$201,793	\$195,054
<b>Percent of Budget for Teacher Salaries</b>	35.6 %	40.1 %
<b>Percent of Budget for Administrative Salaries</b>	5.0 %	5.4 %

## VIII. Student Performance

### California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 9, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov>. *Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.*

### CST Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
<b>English-Language Arts</b>	38	35	45	30	31	33	40	42	43
<b>Mathematics</b>	45	34	41	28	30	31	38	40	40
<b>Science</b>	26	46	22	17	24	27	27	35	38
<b>History-Social Science</b>				22	21	22	32	33	33

### CST Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	37	32	16	
American Indian or Alaska Native				
Asian	65	65	*	
Filipino	*	*		
Hispanic or Latino	37	36	18	
Pacific Islander				
White (not Hispanic)	57	50	*	
Male	39	39	17	
Female	50	43	27	
Economically Disadvantaged	32	28	10	
English Learners	33	33	*	
Students with Disabilities	15	13	*	
Students Receiving Migrant Education Services				

### Norm-Referenced Test

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at <http://star.cde.ca.gov/>. *Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.*

### NRT Results for All Students – Three-Year Comparison

This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
Reading	38	20	37	31	31	30	41	42	42
Mathematics	50	50	45	41	41	41	52	53	53



### NRT Results by Student Group – Most Recent Year

This table displays the percent of students, by group, scoring at or above the national average (the 50th percentile) in reading and mathematics for the most recent testing period.

Group	Percent of Students Scoring at or Above the National Average	
	Reading	Mathematics
African American	36	43
American Indian or Alaska Native		
Asian	*	*
Filipino	*	*
Hispanic or Latino	24	44
Pacific Islander		
White (not Hispanic)	42	50
Male	36	46
Female	38	44
Economically Disadvantaged	24	29
English Learners	27	40
Students with Disabilities	*	*
Students Receiving Migrant Education Services		

### California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. *Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.*

Grade Level	Percent of Students Meeting Fitness Standards
5	21

## IX. Accountability

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

### API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2004-05	2005-06	2006-07
Statewide	6	5	3
Similar Schools	7	6	3

### API Changes by Student Group – Three-Year Comparison

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			API Score
	2004-05	2005-06	2006-07	2007
All Students at the School	5	-45	15	716
African American	-22	-40	29	645
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino			19	730
Pacific Islander				
White (not Hispanic)				
Socioeconomically Disadvantaged	20	-54	5	652
English Learners	N/A			716
Students with Disabilities	N/A			462

### Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

### AYP Overall and by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	No	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	No	No
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	N/A	Yes

### Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement		Year 2
Number of Schools Currently in Program Improvement	N/A	18
Percent of Schools Currently in Program Improvement	N/A	28.1