

Mira Vista Elementary
School Accountability Report Card
Reported for School Year 2005-06
Published During 2006-07

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	
School Name	Mira Vista Elementary	District Name	West Contra Costa Unified
Street	6397 Hazel Ave.	Phone Number	(510) 231-1100
City, State, Zip	Richmond, CA 94805-2099	Web Site	http://www.wccusd.k12.ca.us
Phone Number	(510) 231-1416	Superintendent	Dr. Bruce Harter
Principal	Roxanne Brown-Garcia	E-mail Address	Bruce.Harter@gw.wccusd.k12.ca.us
E-mail Address	Roxanne.Brown-Garcia@gw.wccusd.k12.ca.us	---	---

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 510-131-1416

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	Grade Level	Number of Students
Kindergarten	70	Grade 8	0
Grade 1	59	Ungraded Elementary	0
Grade 2	61	Grade 9	0
Grade 3	64	Grade 10	0
Grade 4	60	Grade 11	0
Grade 5	50	Grade 12	0
Grade 6	40	Ungraded Secondary	0
Grade 7	0	Total Enrollment	404

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	41.1	White (not Hispanic)	17.8
American Indian or Alaska Native	6.4	Multiple or No Response	0.0
Asian	10.4	Socioeconomically Disadvantaged	50.2
Filipino	1.2	English Learners	20.0
Hispanic or Latino	22.8	Students with Disabilities	19.0
Pacific Islander	0.2	---	---

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	2003-04			2004-05			2005-06					
	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+
K	16.0	3			16.7	3			19.3	3		
1	16.3	4			18.7	3			17.0	3		
2	17.3	3			18.0	3			18.0	2		
3	20.0	2			15.5	2			18.0	3		
4	31.0		1						32.0		1	
5	24.0		1		32.0		1		33.0			1
6	20.0	1	1						33.0			1
K-3												
3-4	19.0	1			15.0	1						
4-8	16.0	2			31.0		3		32.0		1	

Participation in the Class Size Reduction Program

This table displays the percent of students in kindergarten through grade 3 who were assigned to a classroom that participated in the Class Size Reduction Program.

Grade Level	Percent of Students Participating
-------------	-----------------------------------

	2003-04	2004-05	2005-06
K	100	100	100
1	100	100	100
2	100	100	100
3	100	100	100

II. School Climate

School Safety Plan

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

<p>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.</p>

School Discipline Practices

This section provides information about the school's efforts to create and maintain a positive learning environment, including the school's use of disciplinary strategies.

<p>ACADEMIC PROGRAMS</p> <ul style="list-style-type: none"> • After-school tutoring: Our school offers tutoring for students that scored in the FBB or BB categories on Math and ELA. • Leap Frog: The Leap Frog program is being used to support our Learning Center and After School programs. <p>YOUTH DEVELOPMENT PROGRAMS</p> <ul style="list-style-type: none"> • Attendance Awards: Students receive classroom recognition for positive attendance. • Julia Morgan Dance Program • Student Newspaper • Student Council • Student Assemblies • Conflict Resolution: The conflict resolution program trains students to resolve conflicts in a positive manner.
--

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		
	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06
Suspensions				12903	15339	14353
Expulsions						

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.

<p>The school was built in 1949 and 1955. Mira Vista consists of four permanent buildings. There are 16 regular education classrooms, 2 NSH and 1 preschool special education classrooms. Mira Vista is undergoing a \$12.3 million renovation. Mira Vista is currently housed in portables on the playground. The existing school is being remodeled and upgraded, and a new parent room is being constructed. Projected completion of construction is December 7, 2005.</p>

School Facility Conditions 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.

Item Inspected	Facility in Good Repair		Repair Needed and Action Taken or Planned
	Yes	No	
Gas Leaks	X		
Mechanical Systems	X		
Windows/Doors/Gates (interior and exterior)	X		
Interior Surfaces (walls, floors, and ceilings)	X		
Hazardous Materials (interior and exterior)	X		
Structural Damage	X		
Fire Safety	X		
Electrical (interior and exterior)		X	Need to add more exterior lighting.
Pest/Vermin Infestation	X		
Drinking Fountains (inside and outside)	X		
Restrooms	X		
Sewer	X		
Playground/School Grounds		X	Ongoing repairs of play structure. Remodeling 05/03/2007
Other	X		

IV. Teachers

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
	2003-04	2004-05	2005-06	2005-06
With Full Credential	20	20	17	1461
Without Full Credential	1	0	2	151
Teaching Outside Subject Area of Competence	0	0	0	---

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single 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	2004-05	2005-06	2006-07
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by NCLB 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 <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	86.4	13.6
All Schools in District	81.0	19.0
High-Poverty Schools in District	84.0	16.0
Low-Poverty Schools in District	89.0	11.0

Substitute Teacher Availability

This section provides information about the availability of qualified substitute teachers and the impact of any difficulties in this area on the school's instructional program.

Teachers and other personnel report absences using an automated phone system called SubFinder. Teachers contact the SubFinder system to locate a substitute. We are usually able to find substitute teachers when needed. Occasionally there are not enough substitutes to fill all positions, and the administrators and teachers at the school assume the responsibilities of the absent staff member.

Teacher Evaluation Process

This section provides information about the procedures and the criteria for teacher evaluations.

The teacher evaluation system provides a standards-based assessment system designed to promote significant professional growth for certificated staff and success for students. The California Standards for the Teaching Profession (CSTP) is the foundation for all teachers in this evaluation process. An ideal evaluation process includes and encourages the teacher's participation in a meaningful way. The CSTP provides both the tool for self-analysis and reflection as well as the standards by which a teacher's practice may be objectively measured, thereby connecting the teacher with his or her evaluator in a process, which fosters meaningful professional growth and development.

As outlined in the contract between the District and United Teachers of Richmond, temporary and probationary teachers are evaluated at least once each school year. Permanent teachers are formerly evaluated every other year. Additionally, Unit members with permanent status who have been employed at least 10 years with the school district, and are highly qualified as required by state and federal law, and whose previous evaluation rated the employee as satisfactory, shall be evaluated up to every five years if the unit member and current evaluator consent to this schedule. The teacher or evaluator may withdraw their consent and return to the two year cycle.

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
-------	----------------------------------	---

Speech/Language/Hearing Specialist	1.0	---
Other	1.0	---

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.

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 6 th grade	0%
Mathematics	Harcourt Math (Grades K-6)	0%
Science	OCR Science Connection Foss Kits (Grades K-3); Harcourt Science (Grades 4-5)	0%
History-Social Science	OCR Social Science Connection Harcourt Brace Social Studies (Grades K-5)	0%

VII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2004-05)

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 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	\$ 4,708	\$ 3,134	\$ 7,842	\$ 52,732
District	---	---	\$ 7,757	\$ 49,499
Percent Difference - School Site and District	---	---	1.10%	6.53%
State	---	---	\$ 7,172	\$ 57,604
Percent Difference - School Site and State	---	---	9.34%	-8.46%

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.

<p>Programs and services available at Mira Vista School include:</p> <ul style="list-style-type: none"> • Maintenance and Recreation Assessment District • English Language Acquisition Program – Teacher Training • Special Education • LEP Economic Impact Aid • Gifted & Talented Education

- School & Library Improvement Block Grant
- Discretionary Block Grant

Teacher and Administrative Salaries (Fiscal Year 2004-05)

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 can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0405.asp>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$33,772	\$37,540
Mid-Range Teacher Salary	\$49,513	\$59,426
Highest Teacher Salary	\$65,019	\$73,925
Average Principal Salary (Elementary)	\$78,735	\$78,735
Average Principal Salary (Middle)	\$82,671	\$82,671
Average Principal Salary (High)	\$93,212	\$93,212
Superintendent Salary	\$191,922	\$185,251
Percent of Budget for Teacher Salaries	36.4	40.9
Percent of Budget for Administrative Salaries	4.8	5.3

VIII. Student Performance

California Standards Tests

The California Standards Tests (CST) 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 4, 8, 9, 10, and 11; and history-social science in grades 8, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and proficiency level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

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		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
English-Language Arts	38	38	35	25	30	31	36	40	42
Mathematics	42	45	34	23	28	30	34	38	40
Science	22	26	46	14	17	24	25	27	35
History-Social Science				17	22	21	29	32	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	25	20	19	
Asian	50	54	*	
Filipino	*	*		

Hispanic or Latino	31	34	*	
Pacific Islander				
White (Not Hispanic)	53	51	73	
Male	32	32	56	
Female	38	36	35	
Economically Disadvantaged	25	28	31	
English Learners	24	33	*	
Students with Disabilities	8	8	*	

Norm-Referenced Test (NRT)

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: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

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		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
Reading	42	38	20	32	31	31	43	41	42
Mathematics	49	50	50	38	41	41	51	52	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	8	42
Hispanic or Latino	7	47
White (not Hispanic)	*	*
Male	9	38
Female	33	63
Economically Disadvantaged	18	53
English Learners	14	43
Students with Disabilities	8	23

Local Assessment Results (District)

Districts may choose to administer their own academic assessments in reading, writing, and mathematics. In such cases, this table displays the percent of students, by grade level and subject area, meeting or exceeding the district standard.

Grade Level	Reading			Writing			Mathematics		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
K			76%			-			79%
1			64%			50%			51%
2			35%			34%			19%
3			15%			26%			21%
4			14%			18%			23%

5			12%			22%			15%
6			7%			37%			16%

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	2003-04	2004-05	2005-06
Statewide	5	6	5
Similar Schools	3	7	6

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
	2003-04	2004-05	2005-06	2006
All Students at the School	37	5	-45	704
African American	26	-22	-40	618
Hispanic or Latino	74			
White (not Hispanic)	28			
Socioeconomically Disadvantaged	53	20	-54	649

State Award and Intervention Programs

This section will contain information about the school's participation in various state intervention and award programs only to the extent these programs were funded for the period addressed by this report.

Mira Vista School did not participate in these programs.
--

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	Yes	Yes
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	N/A	No

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		
First Year of Program Improvement Implementation		2004-2005
Year in Program Improvement		Year 2
Number of Schools Currently in Program Improvement	---	20
Percent of Schools Currently in Program Improvement	---	32.8

X. School Completion and Postsecondary Preparation

No data are available for this section

XI. Instructional Planning and Scheduling

School Instruction and Leadership

This section provides information about the structure of the school's instructional program and the experience of the school's leadership team.

Instructional Leadership Team (ILT): The purpose of the ILT is to facilitate best teaching practices and to develop strategies by looking at data that will increase student achievement.

Student Study Team (SST): The SST meets monthly after school for 1.5 hours.

ATTENDANCE IMPROVEMENT COMMITTEE (AIC): The committee discusses absences and tardiness.

INSTRUCTIONAL PROGRAM: Our focus is on ELA and Math development for all students. The MIRA VISTA Learning Center (MVLC) serves identified Resource Specialist Program (RSP) and regular education students who need help in reaching grade level standards.

The curriculum of the West Contra Cost Unified School District is aligned with, and reflects, the academic content standards of the state of California with an emphasis on University of California A-G requirements at the high school level. Beginning in 2000, the district initiated the implementation of a series of reform efforts aimed at ensuring that all students are provided effective teaching, high-quality instructional materials, rich learning environments, and additional

time and support in order to guarantee that they master state academic standards. The office of the Chief Academic Officer oversees district efforts to improve student achievement by supporting teaching and learning in the classroom, intervention for students who need extra support and professional development for all staff. Standards based formative assessments are used to inform instruction and assist teachers in directly addressing the needs of all students. Our goal is high, equitable achievement for all students and an education that prepares them to be successful contributing members of an increasingly global society.

Professional Development

This section provides information about the program for training the school's teachers and other professional staff.

Quality instruction and instructional leadership are at the heart of the district's achievement efforts. To ensure this, the Academic Support Division 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. 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.

Instructional Minutes

This table displays a comparison of the number of instructional minutes offered at the school to the state requirement for each grade level.

Grade Level	Instructional Minutes	
	Offered	State Requirement
K	36,000	36,000
1	50,455	50,400
2	50,455	50,400
3	50,455	50,400
4	54,035	54,000
5	54,035	54,000
6	54,035	54,000

Minimum Days in School Year

This section provides information about the total number of days in the most recent school year that students attended school on a shortened day schedule and the reasons for the shortened day schedule.

12