



# Mountain View Whisman School District

Serving Grades  
Kindergarten through Eighth

CDS: 43-69591-0121830

### District Address

750-A San Pierre Way  
Mountain View, CA 94043  
(650) 526-3500

### District Administration

**Dr. Ayindé Rudolph**  
supt@mvwsd.org  
Superintendent

**Dr. Robert Clark**  
Associate Superintendent/  
Chief Business Officer

**Cathy Baur**  
Assistant Superintendent,  
Educational Services

**Carmen Ghysels**  
Chief Human Relations  
Officer

### Board of Trustees

- Laura Blakely**
- Greg Coladonato**
- José Gutiérrez, Jr.**
- Ellen Wheeler**
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Mountain View  
Whisman  
School District

www.mvwsd.org

# Independent Study Program

460 Thompson Avenue • Mountain View, CA 94043 • (650) 903-6915

## 2016-17 School Accountability Report Card

Published in 2017-18 School Year

### SARC Information

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA websites.
- For more information about the LCFF or LCAP, see the CDE LCFF Webpage at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

### Community & School Profile (School Year 2017-18)

The Independent Study Program is located in Mountain View, a suburban community of over 77,000, approximately 35 miles south of San Francisco. It is part of the Mountain View Whisman School District, which serves more than 5,000 students in eight elementary schools and two middle schools.

Mountain View Whisman School District offers a homeschool program to families of children in kindergarten through 8th grade. In this program, parents and children work with a credentialed teacher to provide the best instructional strategies to meet their child's particular learning needs. A California State Standards-Based curriculum is provided. Support through bimonthly individualized student-parent-teacher meetings held at Monta Loma Elementary School. A small homeschool community developed around an onsite science class, a community-based art class, bimonthly field trips, and other opportunities for socialization and learning.

### School Attendance & Enrollment (School Year 2016-17)

Regular daily attendance is a priority at the school and is an important component of academic achievement. Attendance, tardy, and truancy policies are clearly stated and consistently enforced.

Parents are advised of their responsibilities, including proper notification of when and why students are absent. Attendance is monitored very closely with follow up phone calls made daily by the school secretary. Parents are advised of excessive absences through letters and, if necessary, parent conferences. Those students who continue to exhibit excessive absences are directed to the appropriate authorities, including the local Student Attendance Review Board (SARB).

The chart displays school enrollment broken down by grade.

#### Enrollment Trend by Grade Level

	2014-15	2015-16	2016-17
K	2	2	2
1st	-	2	3
2nd	-	2	2
3rd	1	-	2
4th	1	1	-
5th	2	1	-
6th	3	2	1
7th	3	3	1
8th	1	1	2

The chart displays school enrollment broken down by student group.

Enrollment by Student Group	
2016-17	
	Percentage
Black or African American	15.4%
Hispanic or Latino	23.1%
White	61.5%

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

### Teacher Assignment

The district recruits and employs qualified credentialed teachers. This chart shows information about teacher credentials.

	Teacher Credential Status			
	School			District
	15-16	16-17	17-18	17-18
Fully Credentialed	1	1	1	268
Without Full Credentials	0	0	0	4
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Misassignments refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire semester or year.

	Misassignments/Vacancies		
	15-16	16-17	17-18
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
<b>Total Misassignments of Teachers</b>	<b>0</b>	<b>0</b>	<b>0</b>
Vacant Teacher Positions	0	0	0

### Instructional Materials (School Year 2017-18)

The school district held a public hearing on September 21, 2017, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of *Williams vs. the State of California*. All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home.

Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption.

The table displays information collected in October 2017 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
TK-5	English/Language Arts	Benchmark Education Company	2016	Yes	0.0%
6th-8th	English/Language Arts	McGraw-Hill	2016	Yes	0.0%
6th-8th	History/Social Studies	Holt	2006	Yes	0.0%
TK-5	History/Social Studies	Scott Foresman	2006	Yes	0.0%
6th-8th	History/Social Studies	Teacher's Curriculum Institute	2006	Yes	0.0%
TK-8th	Mathematics	Eureka Math	2015	Yes	0.0%
TK-5	Science	FOSS	2007	Yes	0.0%
6th-8th	Science	Prentice Hall	2007	Yes	0.0%

### School Facilities (School Year 2017-18)

The Independent Study Program is currently comprised of one classroom located on the Monta Loma Elementary School campus.

#### Cleaning Process

The Monta Loma principal works with her full-time custodian to ensure the classroom is kept clean, safe, and well-maintained.

#### Maintenance & Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service with emergency repairs given the highest priority.

The chart shows the results of the most recent school facilities inspection (as of October 2017). While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

School Facility Conditions				
Date of Last Inspection: 08/26/2017				
Overall Summary of School Facility Conditions: Exemplary				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			
Interior	X			
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			
Restrooms/Fountains	X			
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities)

### California Assessment of Student Performance and Progress

The California Assessment of Student Performance and Progress (CAASPP) includes computer-based assessments. The computer-based assessments are the Smarter Balanced English Language Arts/Literacy (ELA) and Mathematics tests, administered to grades three through eight and eleven. There is also the optional Standards-based Tests in Spanish (STS) for Reading/Language Arts (RLA).

In the 2014-15 and 2015-16 school years, the Science assessments were paper-pencil tests for grades five, eight, and ten: the California Standards Tests (CSTs) for Science, the California Modified Assessment (CMA) for Science, and California Alternate Performance Assessment (CAPA) for Science. During the 2016-17 school year, the new California Science Test was pilot tested. This pilot test replaced the California Standards Tests and California Modified Assessment for Science. **Because this was a pilot year, no Science scores will be disclosed.**

The Smarter Balanced Assessment System utilizes computer-adaptive tests and performance tasks that allow students to show what they know and are able to do. Smarter Balanced summative assessment results include student scores, achievement levels, and descriptors that describe performance. These assessment results are only one of several tools used to measure a student's academic performance in ELA/Literacy and mathematics. Smarter Balanced assessment results are most appropriately interpreted alongside other available information about a student's academic achievement, including such measures as District assessments, classroom assignments and grades, classrooms tests, report cards, and teacher feedback.

For 2015-16 and 2016-17, this section includes the school, district, and state information on the percent of students meeting or exceeding the State standards on the California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Summative Assessments and California Alternate Assessments (CAAs) for English language arts/literacy (ELA) and mathematics for grades three through eight and grade eleven. It also displays Science scores (grades 5, 8, and 10) for 2014-15 and 2015-16. **Due to the moderate number of students tested, scores are not disclosed for this school.**

California Assessment of Student Performance and Progress									
Subject	Percent of Students Meeting or Exceeding the State Standards								
	School			District			State		
	2015	2016	2017	2015	2016	2017	2015	2016	2017
English Language Arts/Literacy (Grades 3-8 and 11)	--	--	--	--	66	66	--	48	48
Mathematics (Grades 3-8 and 11)	--	--	--	--	60	62	--	36	37
Science (Grades 5, 8, and 10)	--	--	--	73	73	--	56	54	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the California Alternate Assessment. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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

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

### State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

### Physical Fitness (School Year 2016-17)

In the spring of each year, the school is required by the state to administer a physical fitness test to students in grades five and seven. The Physical Fitness Test measures each student's ability to perform fitness tasks in six major areas. Students who meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "Healthy Fitness Zone" (HFZ).

Percentage of Students in Healthy Fitness Zone			
2016-17			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	*	*	*
7	*	*	*

\*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

### Parent Involvement (School Year 2017-18)

Parents play an integral role in the education of their children in the Mountain View Whisman School District Homeschool Program. The Independent Study Program greatly benefits from its supportive parents who assume the role of teacher in the education of their children with consultation from the ISP Teacher. Nearly all lesson delivery, teaching, and learning opportunities are provided by parents and caregivers. As the primary teacher, parents are asked to deliver core instruction and administer assessments with the support of the homeschool teacher when needed. Through this partnership, parents and the homeschool teacher will ensure that the California State Standards are met.

### Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the Independent Study Program at 650-567-9757.

### State Priority: School Climate

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

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

### Suspensions & Expulsions

The table displays the suspension and expulsion rates for the past three years.

	Suspensions & Expulsions					
	Suspensions			Expulsions		
	14-15	15-16	16-17	14-15	15-16	16-17
School	0.00	0.00	0.00	0.00	0.00	0.00
District	2.01	2.63	1.66	0.00	0.00	0.00
State	3.79	3.65	3.65	0.09	0.09	0.09

### Safe School Plan (School Year 2017-18)

As schooling is primarily done in the students home, parents are responsible for the safety of their children while at home and on field trips. Since the ISP program is on Monta Loma Elementary School's campus, it follows the Monta Loma Safety Plan guidelines. During bi-monthly meetings, all of Monta Loma School's safety plans will be followed in the event of an emergency. The School Site Safety plan is reviewed and updated no later than March 31 of each school year by the School Site Council, parents, and faculty. The safety plan was most recently updated and reviewed with school staff in March 2017.

## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### Federal Intervention Program (School Year 2017-18)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not meet federal Annual Measurable Objective targets for two consecutive years in the same area or indicator, including English/Language Arts and Math testing participation rates, attendance rates, and graduation rates. After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not meet those goals.

Due to the flexibility allowed by the Every Student Succeeds Act (ESSA) that became law in December 2015 and reauthorized the ESEA, no district or school will be newly identified for PI in the 2017–18 school year. Districts and schools that received Title I, Part A funds for the 2016–17 school year and were "In PI" in the 2016–17 school year will retain their same PI status and placement year for 2017–18. California elected not to require districts or schools to provide Supplemental Educational Services and Choice for the 2017–18 school year, as defined in Section 1116 of the ESEA.

Districts and schools that received Title I, Part A funds for the 2016–17 school year and either had a status of "Not in PI" for the 2016–17 school year or did not receive Title I, Part A funds for the 2015–16 school year will have a status of "Not in PI" for the 2017–18 school year.

For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

	Federal Intervention Programs	
	School	District
Program Improvement (PI) Status	Not in PI	Not in PI
First Year in PI	-	
Year in PI	-	
# of Title I Schools Currently In PI	-	0
% of Title I Schools Currently In PI	-	0.0%

## Class Size

Due to the nature of independent study, class size distribution data was unavailable.

## Counseling & Support Staff (School Year 2016-17)

The school did not have an academic counselor in the 2016-17 school year.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Nurse	1	As Needed
Occupational Therapist	1	As Needed
Psychologist	1	As Needed

## Staff Development

The staff development plan is coordinated by the District Educational Services department in accordance with district and site priorities. Six professional days are planned annually to update and extend adult learning.

## Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the Mountain View Public Library, which contains numerous computer workstations.

## Expenditures & Services Funded (Fiscal Year 2015-16)

The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

Supplemental/Restricted expenditures come from money whose use is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/Unrestricted expenditures, except for general guidelines, are not controlled by law or donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$3,861
From Supplemental/Restricted Sources	-
From Basic/Unrestricted Sources	\$3,861
District	
From Basic/Unrestricted Sources	\$2,197
Percentage of Variation between School & District	75.8%
State	
From Basic/Unrestricted Sources	\$6,574
Percentage of Variation between School & State	-41.3%

## District Revenue Sources (Fiscal Year 2016-17)

In addition to general state funding, Mountain View Whisman School District receives state and federal funding for the following categorical, special education, and support programs:

- Title I
- Title II, Part A (Teacher & Principal Training & Recruiting)
- Title III, Part A (English Language Acquisition, Language Enhancement, and Academic Achievement Act)

## Average Teacher & Administrative Salaries (Fiscal Year 2015-16)

This table displays district salaries 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 the 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 California Department of Education's website [www.cde.ca.gov](http://www.cde.ca.gov).

Average Salary Information		
Teachers - Principal - Superintendent		
2015-16		
	District	State
Beginning Teachers	\$52,207	\$47,034
Mid-Range Teachers	\$77,030	\$73,126
Highest Teachers	\$96,334	\$91,838
Elementary School Principals	\$124,641	\$116,119
Middle School Principals	\$132,102	\$119,610
High School Principals	-	\$115,194
Superintendent	\$200,000	\$178,388
Salaries as a Percentage of Total Budget		
Teacher Salaries	31.0%	37.0%
Administrative Salaries	6.0%	6.0%

## School Site Teacher Salaries (Fiscal Year 2015-16)

State law requires comparative salary and budget information to be reported to the general public. The table illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state.

Average Teacher Salaries	
School & District	
School	\$35,454
District	\$73,652
Percentage of Variation	-51.9%
School & State	
All Elementary School Districts	\$74,194
Percentage of Variation	-52.2%

## DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English Learners).