



Edith Landels Elementary School

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Mountain View Whisman School District

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<http://landels.mvwsd.org/>

2017-18 School Accountability Report Card

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CDS: 43-69591-6047963

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Mountain View
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School District

www.mvwsd.org

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/>.
- 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.

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).

Principal's Message

Landels Elementary School is the home of just under 500 Kindergarten through fifth grade students. We truly embrace our diversity of culture and language. Landels exemplifies a professional educational community that provides an optimal learning environment for all levels of learners.

The staff, students, and community at Landels are committed to the mission of inspiring, preparing, and empowering every student on both an academic as well as social-emotional level. At Landels, we all truly believe that we are a learning community that can accomplish great things together.

Community & School Profile (School Year 2018-19)

Landels Elementary School 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.

Landels Elementary School serves a diverse population of students from the local Old Mountain View Neighborhood, and the greater Mountain View community. More than 20 languages are represented at Landels Elementary School with a substantial number of international students whose families have moved to the Silicon Valley for employment or academic pursuits.

School Attendance & Enrollment (School Year 2017-18)

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 charts display school enrollment broken down by grade or student group.

Enrollment Trend by Grade Level

	2015-16	2016-17	2017-18
K	135	139	111
1st	80	95	97
2nd	72	78	90
3rd	92	74	71
4th	87	94	72
5th	75	87	93
Total	541	567	534

Enrollment by Student Group

2017-18

	Percentage
Black or African American	2.1
Asian	15.5
Filipino	2.4
Hispanic or Latino	29.8
Native Hawaiian or Pacific Islander	0.2
White	36.9
Two or More Races	13.1
EL Students	27.7
Socioeconomically Disadvantaged	23.8
Students with Disabilities	11.4
Foster Youth	0.4

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
	16-17	17-18	18-19	18-19
Fully Credentialed	30	29	28	279
Without Full Credentials	0	0	0	0
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

	16-17	17-18	18-19
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	0	0
Vacant Teacher Positions	0	0	0

Instructional Materials (School Year 2018-19)

The school district held a public hearing on September 20, 2018, 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 September 2018 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	From Most Recent Adoption	% Lacking
TK-5	English Language Arts/ELD	Benchmark Education Company	2016	Yes	0.0%
TK-5	History/Social Studies	Scott Foresman	2006	Yes	0.0%
TK-5	Mathematics	Eureka Math	2015	Yes	0.0%
TK-5	Science	FOSS	2007	Yes	0.0%

School Facilities (School Year 2018-19)

Landels Elementary was originally constructed in 1960 and occupies approximately 9.5 acres. The school is located on a park site which draws community members during the evening and on weekends. The campus is currently comprised of 18 permanent classrooms which were newly renovated with several updates during the summer of 2018, along with two portable classrooms, one library, one newly updated staff room, one newly built multi-purpose room, and one playground.

Currently, Landels is undergoing construction for a new library which will be completed in January of 2019. Two state-of-the-art classrooms for medically fragile students are also under construction and due to be completed in January of 2019.

Cleaning Process

The principal works daily with the custodial team to ensure classrooms, restrooms, and campus grounds are 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 September 2018). 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: 09/15/2018				
Overall Summary of School Facility Conditions: Good				
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			Portable 22: 1 light flickering bulb or ballast repair. Portable 26: Light out bulb or ballast repair. Portable 28: 2 lights out bulb or ballast repair. Girls Restroom 7 C: Light didn't turn on.
Restrooms/Fountains	X			MUR Girls restroom: 1 toilet doesn't flush. MUR Ext. water fountain: Low water fountain no pressure. Boys Restroom 5D: Leaking faucet.
Safety (Fire Safety, Hazardous Materials)	X			Admin. reception area: Fire extinguisher needs to be put in the wall. Staff work room: Fire extinguisher needs to be put in the wall.
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			CR 10: Crack in upper window. CR 8: Door closer needs to be adjusted. CR 7: 5 upper windows with cracks or a BB hole.

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) include computer-based and paper-pencil 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 an optional Standards-based Test in Spanish (STS) for Reading/Language Arts (RLA).

A new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS) has been developed. The California Standards Test and California Modified Assessment for Science are no longer administered. The new California Science Test (CAST) was piloted in spring 2017 and field tested during the 2017–18 school year. No student scores or aggregated results will be released until development of the test has been completed and reviewed. **The CAST will be administered operationally during the 2018–19 school year.**

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.

This table displays the percent of students who met or exceeded state standards in English Language Arts/Literacy (grades 3-8 and 11) and Math (grades 3-8 and 11) for the past two school years.

California Assessment of Student Performance and Progress									
Percent of Students Meeting or Exceeding the State Standards									
Subject	School			District			State		
	2016	2017	2018	2016	2017	2018	2016	2017	2018
English Language Arts/Literacy (Grades 3-8 and 11)	64	57	68	66	66	68	48	48	50
Mathematics (Grades 3-8 and 11)	52	52	64	60	62	64	36	37	38
Science (Grades 5, 8, and 10)	76	--	--	73	--	--	54	--	--

The following table displays information on student achievement by student groups for the school in ELA and Mathematics with all grades combined (grades three through eight and eleven).

California Assessment of Student Performance and Progress							
Student Groups	English-Language Arts				Mathematics		
	Total Enrollment	Number Tested	Percent Tested	% Met or Exceeded CA Standard	Number Tested	Percent Tested	% Met or Exceeded CA Standard
All Students	229	228	99.56	68.42	228	99.56	63.6
Male	121	121	100.00	66.94	121	100.00	68.6
Female	108	107	99.07	70.09	107	99.07	57.94
Hispanic or Latino	83	83	100.00	51.81	83	100.00	40.96
White	80	79	98.75	82.28	79	98.75	81.01
Two or More Races	29	29	100.00	75.86	29	100.00	79.31
Socioeconomically Disadvantaged	63	63	100.00	38.1	63	100.00	34.92
English Learners	96	96	100.00	54.17	96	100.00	50
Students with Disabilities	32	31	96.88	35.48	31	96.88	32.26

Note: ELA and Mathematics 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 2017-18)

In the spring of each year, the school is required by the state to administer a physical fitness test to students in fifth grade. 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 2017-18			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	18.5%	19.6%	8.7%

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

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 2018-19)

Landels Elementary School benefits greatly from the involvement of parents and local community partnerships. There are several avenues in which parents may become involved: Parent Teacher Association (PTA), English Language Advisory Council (ELAC), School Site Council, and volunteering in the classrooms, technology lab, and for yard duty. The school enjoys partnerships with community members and organizations.

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.

Discipline & Climate for Learning

Students at Landels Elementary are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. Students are informed of school rules and discipline policies at the beginning of the year through expectation assemblies, school tours and classroom presentations. Parents are informed of school rules and discipline policies at the beginning of the year through Monday morning assemblies, PTA and principal's coffee meetings, and Back to School Night.

Throughout the year, behavior expectation policies are reviewed in expectation assemblies every trimester or as needed. In addition, weekly Wednesday newsletters, monthly Principal Chats, Auto Dialer, Parent Education Nights, School Site Council, and Monday morning assemblies include positive climate messages and strategies to use.

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

	Suspensions & Expulsions					
	Suspensions			Expulsions		
	15-16	16-17	17-18	15-16	16-17	17-18
School	2.21	0.64	0.00	0.00	0.00	0.00
District	2.63	1.66	0.00	0.00	0.00	0.00
State	3.65	3.65	3.51	0.09	0.09	0.08

Safe School Plan (School Year 2018-19)

The safety of students and staff is a primary concern of Landels Elementary. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan is reviewed and updated annually by the principal, parents, and classified personnel. The plan was most recently updated and reviewed in March 2018. The plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year.

Students are supervised before school by a teacher and a parent volunteer, after school and during recess by teachers, and by yard duty supervisors during lunch. The school enforces a closed-campus policy during school hours to ensure student safety. Visitors must sign in at the office, wear a visitor's badge at all times while on campus, and sign out upon leaving the school.

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.

School Leadership

Leadership at Landels Elementary School is a responsibility shared among district administration, the principal, instructional staff, students, and parents. Staff leadership opportunities at Landels Elementary School include the School Site Council, English Learner Advisory Committee and School Grade Level Team Leads. The School Site Council is made up of staff and parents that serve as the governing body. This governing body gives input on school achievement goals in our school site plan.

Class Size

The table indicates the average class size by grade level, as well as the number of classrooms that fall into each size category.

Class Size Distribution												
Average Class Size	Classrooms Containing:											
	1-20 Students			21-32 Students			33+ Students					
	16	17	18	16	17	18	16	17	18			
By Grade Level												
K	20	21	19	2	3	1	5	4	5	-	-	-
1	26	23	24	-	-	-	3	4	4	-	-	-
2	24	25	22	-	-	-	3	3	4	-	-	-
3	22	24	23	-	-	-	4	3	3	-	-	-
4	29	30	24	-	-	-	3	3	3	-	-	-
5	25	28	29	-	-	-	4	4	3	-	-	-
Other	5	6	7	1	1	1	-	-	-	-	-	-

Computer Resources

Students in Kindergarten through fifth grade have Chromebooks at a ratio of one to one. Students are trained on the following software programs: iReady, ST Math, Google Classroom.

Library Information

Landels Elementary School's library, staffed by a full-time library technician, is stocked with more than 25,000 books that are available for students to check out. Students visit the library once a week with their class and can access the library during recess and lunch.

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.

Counseling & Support Staff (School Year 2017-18)

It is the goal of Landels Elementary School to assist students in their social and personal development as well as academics. The school gives special attention to students who experience academic achievement struggles, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. The Community Health Awareness Council (CHAC) provides three counseling interns to assist students with their emotional needs. Occupational and Speech Therapists are contracted and serve students as needed.

Currently, Landels employs one full-time School and Community Engagement Facilitator and one full-time At-Risk Supervisor who both proactively assist students and families with academic, social and emotional struggles.

The school does not have an academic counselor. The table lists the support service personnel available to students at Landels Elementary School.

Note: One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
At-Risk Intervention Supervisor	1	1.0
Community Engagement Facilitator	1	1.0
Counselor Intern	4	1.6
Instructional Coach – CERT	1	1.0
Library Technician	1	0.875
Nurse	1	As Needed
Occupational Therapist	1	As Needed
Psychologist	1	As Needed
Resource Specialist Aide	1	1.0
Resource Specialist Program (RSP) Teacher	1	1.0
Response to Instruction Teacher (CERT)	2	2.0
SDC Aide	6	4.0
Special Day Class (SDC) Teacher	2	2.0
Speech/Language Specialist	2	1.5

GATE

With the implementation of the Local Control Funding Formula, the state of California no longer provides specific funding for Gifted and Talented Education (GATE). Consequently, the District no longer formally assesses its students for GATE qualification. Nevertheless, MVWSD is committed to providing challenging and inspiring opportunities for gifted and talented students. Each school site receives District parcel tax funding to support enrichment and extra-curricular activities designed to challenge any student who is motivated to participate. Examples of these activities at Landels are our after school LEAP (Landels Enrichment Activities Program) and Math Olympiad.

Individualized Instruction

Special Education students receive support from a Resource Specialist Teacher and/or Aide, a Special Day Class Teacher and/or Aide, and a psychologist as determined by their Individualized Education Plan (IEP). Teachers and assistants work with the special education students on a pull-out basis as well as within their classrooms. Students are mainstreamed whenever possible. We also provide occupational therapy, speech and adaptive P.E.

English Language Learners

English Language Learners (ELL) receive specialized services and instruction in an environment conducive to maximizing English learning. Students are provided 30 minutes of daily designated instruction in learning groups defined by their English Language Proficiency Assessments for California (ELPAC) levels. All teachers are trained in the Sheltered Instruction Observation Protocol (SIOP) and provide integrated English Language Development opportunities throughout the school day.

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.

Curriculum Development

All curriculum development at Landels Elementary School revolves around the California Common Core Standards. Teachers align classroom curriculum to ensure that all students either meet or exceed state proficiency levels. Faculty, subcommittees, the School Site Council, Parent-Focus Groups, English Learner Advisory Committee (ELAC), and the principal evaluate Landels Elementary School's curriculum continuously using assessment data, district benchmarks, and maps. All students have access to the core curriculum.

Landels Elementary School provides dedicated time each day for intervention and enrichment through the school's Response to Instruction program. The District provides two additional teachers to support this initiative. Student progress is monitored through ongoing assessment and is conveyed to parents on report cards. Group assessment data is shared with the staff to both support students and help determine school needs and focus. The principal and individual staff members also discuss student's assessment data each trimester, during a process called "Kid Talk."

Extracurricular & Enrichment Activities

Students are encouraged to participate in the school's additional academic and extracurricular activities, which are an integral part of the educational program. Landels Elementary School offers the following activities for its students:

- Art (after-school)
- Art class
- Beyond the Bell
- Chess Club
- Classroom music (once a week)
- Lunch activities
- Basketball
- Soccer
- Run for Fun
- Language Classes
- Peninsula Youth Theater
- Project Cornerstone
- Living Classroom
- Library

Recognition Programs

It is Landels Elementary School's goal to recognize students for their good work and to reinforce those behaviors which contribute to a positive learning community. Landels Elementary School offers the following recognition programs for its students:

- ROAR Awards
- Citizenship
- Fifth Grade Moving On Ceremony Awards
- Family Legacy Award

Expenditures & Services Funded (Fiscal Year 2016-17)

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.

The California Department of Education issued guidance to the district in August 2018 regarding how to calculate school-level per-pupil expenditures that will be reported in the 2018-19 fiscal year.

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	\$5,922
From Supplemental/Restricted Sources	\$491
From Basic/Unrestricted Sources	\$5,431
District	
From Basic/Unrestricted Sources	\$2,536
Percentage of Variation between School & District	114.2%
State	
From Basic/Unrestricted Sources	\$7,125
Percentage of Variation between School & State	-23.8%

District Revenue Sources (Fiscal Year 2017-18)

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 2016-17)

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.

Average Salary Information		
Teachers - Principal - Superintendent		
2016-17		
	District	State
Beginning Teachers	\$56,384	\$48,064
Mid-Range Teachers	\$83,192	\$75,417
Highest Teachers	\$104,041	\$94,006
Elementary School Principals	\$124,641	\$119,037
Middle School Principals	\$132,102	\$123,140
High School Principals	-	\$135,974
Superintendent	\$220,000	\$183,692
Salaries as a Percentage of Total Budget		
Teacher Salaries	33.0%	36.0%
Administrative Salaries	7.0%	6.0%

School Site Teacher Salaries (Fiscal Year 2016-17)

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	\$82,438
District	\$78,760
Percentage of Variation	4.7%
School & State	
All Elementary School Districts	\$76,046
Percentage of Variation	8.4%