

Mountain View Whisman School District

1400 Montecito Avenue • Mountain View, CA 94043 • (650) 526-3500 • www.mvwsd.org

Gabriela Mistral Elementary School



505 Escuela Avenue • Mountain View, CA 94040 • (650) 526-3575
Serving Grades Kindergarten through Five • CDS: 43-69591-0132373

Tabitha Miller, Principal

tmiller@mvwsd.org

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

2018-19 School Accountability Report Card

Published in 2019-20 School Year

District Mission Statement

We inspire, prepare and empower every student.

District Vision Statement

Every student, family, staff and community member is engaged and committed to learning in a collaborative, diverse and innovative partnership.

District Goals

- Student Achievement: Every student will be prepared for high school and 21st Century citizenship.
- Inclusive and Supportive Culture: All will feel valued and supported while working, learning, and partnering.
- Achievement Gap: Achievement gaps will be eliminated for all student groups in all areas.
- Human Capital: MVWSD will invest in teachers, leaders, and staff to ensure we are the place talented educators choose to work.
- Resource Stewardship: Stakeholders will have access to resources in a fiscally responsible manner.

District Administration

The district is led by Superintendent Dr. Ayindé Rudolph. Community members may contact Dr. Rudolph by either calling the district office at (650) 526-3500 or sending an email to supt@mvwsd.org. The district's leadership team consists of Chief Business Officer, Dr. Rebecca Westover; Chief Academic Officer, Cathy Baur; and Chief Human Relations Officer, Carmen Ghysels.

Dr. Rudolph has been the Superintendent since 2015. He has a Doctorate in Education in Leadership, Policy and Organizations from Vanderbilt University. He also holds an Educational Specialist degree in Educational Leadership and Administration as well as a Master of Education in Secondary Education from George Washington University. He earned his Bachelor of Arts in History from Wittenberg University.

Board of Education

The Mountain View Whisman School District's Board of Trustees functions as the legislative body of the district and establishes the vision, goals and policies by which the school district is operated. Residents of the District are eligible to run for election to overlapping four-year terms. Trustees are elected by the registered voters of the district. The elected members of the MVWSD Board of Trustees are here to serve the community. Community members may contact trustees by either calling (650) 526-3552 or sending an email to trustees@mvwsd.org. Laura Blakely, Devon Conley, José Gutiérrez, Jr., Ellen Wheeler, Tamara Wilson are serving as trustees for the Mountain View Whisman School District.

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.
- To view our SARC online, please visit our website or scan the QR code to the right.

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).



Community & School Profile (School Year 2019-20)

Mountain View Whisman School District (MVWSD) is located in Mountain View, California, a suburban community of over 77,000 approximately 35 miles south of San Francisco. The award-winning district serves a diverse student population in preschool through eighth grade representing a wide range of ethnicities, languages, cultures, and economic status. The district serves more than 5,000 students in nine elementary schools and two middle schools. After graduating from middle school, students arrive prepared at the Mountain View-Los Altos Union High School District; one of the best in the state.

The District provides a broad curriculum that includes art, music (with community support from the Mountain View Educational Foundation), physical education, and specialized programs at some schools such as Spanish-English Dual Immersion (Mistral) and parent participation (Stevenson). Students and staff have ready access to technology in a 1:1 environment to enhance and support student learning as well as to support the work of teachers, principals, and district-level staff.

Within MVWSD, there is a culture of dedication and commitment to serving the students at all levels. The community is open and embraces the students, staff, and District. All stakeholders are willing to do what is required to improve students' learning experiences and outcomes. Our Profile of a Graduate seeks to capture what we want for our students as learners and citizens. The competencies and attributes are the center of our work and drive our teaching and learning experiences, community partnerships, and the key components of our strategic plan.

Community partnerships provide a wide range of support and enrichment for student learning including opportunities for after-school activities and field trips. A large percentage of parents are also engaged in supporting schools as volunteers, committee members, decision makers, and advocates for their children.

Principal's Message

Mistral Elementary School is a linguistically and culturally vibrant elementary school, where students and parents of diverse backgrounds are welcomed and valued. Our Spanish-English Dual Immersion Program draws students from throughout Mountain View. We strive for academic excellence, and work diligently to maintain a warm, family-centered environment of mutual support.

The Dual Immersion Program brings Spanish-speaking and English-speaking students and families together, creating a bilingual and bicultural educational experience. This choice program of the Mountain View Whisman School District is dedicated to promoting fluency, literacy and academic excellence in both Spanish and English.

Gabriela Mistral Elementary School is committed to equipping all of our students for the highest level possible in an effort to help them become globally competitive as they pursue post-secondary education and career opportunities. We believe there should be equitable access to this education for all of our students. Mistral also believes that it is our responsibility to continue to engage all students in their education regardless of their individual or family circumstances. This is in line with our belief that all students should have access to rigorous academic programming.

We believe, and research validates, that two-way bilingual immersion programs are consistent with these beliefs and will help us achieve our goals for Gabriela Mistral Elementary School students. We believe that the Dual Immersion program at Mistral will:

- Promote high academic achievement of all students and close the achievement gap
- Achieve true bilingualism and biliteracy for participating students
- Increase culturally responsive teaching throughout the school
- Foster and promote cultural diversity and respect among students and their families
- Promote a sense of unity throughout the neighborhood school

School Attendance

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 by the school clerk. 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).

School Enrollment (School Year 2018-19)

These charts display school enrollment broken down by grade and student group.

Enrollment Trend by Grade Level

	2016-17	2017-18	2018-19
K	77	74	69
1st	78	74	67
2nd	69	77	68
3rd	62	59	72
4th	53	56	52
5th	55	49	45
Total	394	389	373

Enrollment by Student Group

2018-19

	Percentage
Black or African American	0.8
American Indian or Alaska Native	0.3
Asian	3.5
Hispanic or Latino	59.5
White	25.5
Two or More Races	10.5
EL Students	39.4
Socioeconomically Disadvantaged	45.3
Students with Disabilities	4.3
Homeless	1.3

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
	17-18	18-19	19-20	19-20
Fully Credentialed	19	19	19	280
Without Full Credentials	0	0	0	1
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

	17-18	18-19	19-20
Misassignments of Teachers of English Learners	1	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	1	0	0
Vacant Teacher Positions	0	0	0

School Facilities (School Year 2019-20)

Mistral Elementary sits on 9.25 acres that is shared with Castro and the preschool at Latham. It has 21 permanent rooms, a multi-use room, a library, two playgrounds, and front office space with a staff room.

Cleaning Process

The principal works with the custodial staff to ensure classrooms, restrooms, and campus grounds are kept clean, safe, and well-maintained.

The District provides comprehensive cleaning standards and prioritization guidelines. Each custodial staff member receives job training to attain a thorough understanding of their individual responsibilities regarding maintenance procedures, daily responsibilities, performance expectations, and safety measures.

The custodial staff and principal inspect facilities for safety hazards or other conditions that need attention. They communicate daily regarding campus maintenance and safety issues. Restrooms are checked periodically throughout the day and cleaned as needed. Daily housekeeping and cleaning takes place in the evening. When students and staff are on school break, custodial teams focus on deep cleaning of carpets, floors, windows, restrooms, and other major components of the campus.

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 District's maintenance department inspects facilities and operating systems at the school. A formal inspection report is prepared annually in accordance with Education Code §17592.72(c)(1). The Mountain View Whisman School District uses the Facilities Inspection Tool developed by the California Office of Public School Construction to assess current conditions of the campus and identify facilities improvement needs.

The chart shows the results of the most recent school facilities inspection (as of September 2019). 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: 07/09/2019				
Overall Summary of School Facility Conditions: Good				
Data Collected: September, 2019				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			No deficiencies observed.
Interior		X		CR 6: BUBBLING WALL PAPER - POOR WORKMANSHIP. NURSES ROOM: CEILING TILES. CR 12: PAINT IS PEELING ON DOOR. CR 14: PAINT ON STORAGE DOOR IS PEELING.
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			STAFF LOUNGE: CHAIRS AND FURNITURE NEED TO BE CLEANED. CR 19: WINDOW IS DIRTY. STAFF LOUNGE: RAT ISSUE IN ATTIC. ADMIN OFFICES, NURSES ROOM: RATS.
Electrical	X			No deficiencies observed.
Restrooms/Fountains	X			CR 2: W/O RESTROOM SIGN ON GROUND. CR 3: W/O SOAP DISPENSER ON GROUND. CR 16: DRINKING FOUNTAIN HAS LOW PRESSURE. KITCHEN: LEAK HOT WATER HANDLE SINK FAR RIGHT.
Safety (Fire Safety, Hazardous Materials)	X			No deficiencies observed.
Structural (Structural Damage, Roofs)	X			No deficiencies observed.
External (Grounds, Windows, Doors, Gates, Fences)	X			CR 19: GIRLS BATHROOM SCREEN IS BROKEN. NURSES ROOM: WINDOW LEAK.

Instructional Materials (School Year 2019-20)

The school district held a public hearing on September 19, 2019, 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, parents, and administrators. All recommended materials are available for parent examination at the district office prior to adoption.

The table displays information collected in September 2019 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

District-Adopted Textbooks					
Data Collected: September, 2019					
Grade Levels	Subject	Publisher	Adoption Year	From Most Recent Adoption	% Lacking
TK-5	English/Language Arts	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%

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, field tested during the 2017–18 school year, and is now administered operationally. CAST results are not available for the current reporting period.

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).

California Assessment of Student Performance and Progress									
Percent of Students Meeting or Exceeding the State Standards									
Subject	School			District			State		
	2017	2018	2019	2017	2018	2019	2017	2018	2019
English Language Arts/Literacy (Grades 3-8 and 11)	73	65	74	66	68	71	48	50	50
Mathematics (Grades 3-8 and 11)	67	68	67	62	64	64	36	38	39
Science (Grades 5, 8, and 10)	--	--	--	--	--	--	--	--	--

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	Percent Not Tested	% Met or Exceeded CA Standard	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded CA Standard
All Students	166	158	95.18	4.82	74.05	158	95.18	4.82	67.09
Male	73	70	95.89	4.11	64.29	70	95.89	4.11	62.86
Female	93	88	94.62	5.38	81.82	88	94.62	5.38	70.45
Hispanic or Latino	99	96	96.97	3.03	60.42	96	96.97	3.03	50.00
White	43	38	88.37	11.63	94.74	38	88.37	11.63	94.74
Two or More Races	18	18	100.00	0.00	94.44	18	100.00	0.00	88.89
Socioeconomically Disadvantaged	75	74	98.67	1.33	48.65	74	98.67	1.33	35.14
English Learners	78	77	98.72	1.28	57.14	77	98.72	1.28	46.75
Students with Disabilities	18	12	80.00	20.00	58.33	12	80.00	20.00	50.00

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 2018-19)

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			
2018-19			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	20.0%	22.2%	37.8%

*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 2019-20)

Parent involvement is an essential component of the Mistral school community. All parents are encouraged to be actively involved in their student’s education. There are many ways to do so. Parents may volunteer at the school, attend parent education opportunities throughout the year, and attend family workshops tailored to improving their children’s academic achievement. Parents may also participate in the Parent Teacher Association (PTA), School Site Council (SSC) and English Language Advisory Council (ELAC).

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 Mistral Elementary School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. Parents and students are informed of school rules and discipline policies at Back-To-School Night at the start of the school year. Throughout the year behavior and discipline policies are reviewed in school newsletters, parent emails, Open House, and classroom discussions. All the schools in our district have initiated positive school climate procedures that include specific anti-bullying activities. The Student Study Team, comprised of the principal, school psychologist, specialists, parents, and classroom teacher, help guide students toward academic achievement and social-emotional learning. The Guided Coalition leadership team studies disciplinary, social-emotional, and academic trends and guides decision-making schoolwide.

Suspensions & Expulsions

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

	Suspensions & Expulsions					
	Suspensions			Expulsions		
	16-17	17-18	18-19	16-17	17-18	18-19
School	1.5	0.5	1.8	0.0	0.0	0.0
District	1.7	1.0	1.3	0.0	0.0	0.0
State	3.6	3.5	3.5	0.1	0.1	0.1

Safe School Plan (School Year 2019-20)

The safety of students and staff is a primary concern of Mistral Elementary School. 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. The plan was most recently updated and reviewed in March 2019.

The school's disaster preparedness 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 yard duty personnel, and the principal. After-school supervision is provided by yard duty personnel with noon supervisors covering during lunch, and teachers supervising during recess. 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 Mistral Elementary School is a responsibility shared among district administration, the principal, instructional staff, students, and parents.

Leadership opportunities at Mistral Elementary School include a Site Leadership Team, School Site Council (SSC), English Learner Advisory Committee (ELAC) and Guided Coalition Leadership Team, comprised of certificated and classified staff, the principal, the instructional coach. The Guided Coalition liaises with specialists to inform decision-making to promote high academic achievement and social-emotional competence.

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		
17	18	19	17	18	19	17	18	19	17	18	19	
By Grade Level												
K	26	25	23	-	-	-	3	3	3	-	-	-
1	26	25	22	-	-	-	3	3	3	-	-	-
2	23	26	23	-	-	-	3	3	3	-	-	-
3	21	20	24	2	3	-	1	-	3	-	-	-
4	27	28	26	-	-	-	2	2	2	-	-	-
5	28	25	23	-	-	-	2	2	2	-	-	-
Other	7	-	-	1	-	-	-	-	-	-	-	-

Counseling & Support Staff (School Year 2018-19)

It is the goal of Mistral Elementary School to assist students in their social and personal development as well as academics. The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision-making, or handling peer pressure.

Community Health Awareness Council (CHAC) provides individual and group counseling on campus for students in need. Students can be referred by either a teacher or parent. Parental permission is required before a child can meet with the CHAC personnel.

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

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Nurse	1	As Needed
Occupational Therapist	1	As Needed
Psychologist	1	As Needed
Community Engagement Facilitator	1	1.0
Instructional Coach – CERT	1	1.0
Library Technician	1	0.5
Resource Specialist Program (RSP) Teacher	1	0.2
Response to Instruction Teacher (CERT)	2	2.0
At-Risk Intervention Supervisor	1	0.62
Instructional Aides	1	0.75

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.

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 funding to support enrichment and extracurricular activities designed to challenge students.

Mistral Elementary School offers an enrichment program for students in grades three through five. The Summit Club is supported by District funds designated for after-school enrichment. Additionally, family donations support a robust offering of engaging after-school activities.

English Language Learners

To ensure English Learner (EL) academic success and simultaneously develop proficiency in advanced English, students receive targeted English instruction through Integrated English Language Arts and Designated English Language Development (ELD) lessons. All teachers are trained in the Sheltered Instruction Observation Protocol (SIOP) and provide integrated English Language Development opportunities throughout the school day.

The school provides three protected periods per week for English Language Development (ELD) for English Learners and Spanish Language Development (SLD) for Spanish Learners. Students are grouped by ELPAC proficiency levels. Additionally, translanguaging strategies are taught to ensure that students build their metalinguistic awareness and acquire language more efficiently and effectively. These strategies help students build and access rich language repertoires and learn how to use them.

Individualized Instruction

Special Education students receive support from a Resource Specialist Teacher and/or Aide, a psychologist, and/or other specialists 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.

Staff Development

All training and professional development at Mountain View Whisman School District revolve around providing the best education and comprehensive support for all students. The district sponsors six full staff development days annually where teachers and support staff are offered a broad-based variety of professional growth opportunities to enhance their teaching and support practices. As part of the growth process, additional opportunities for training and staff development are provided at both the district and individual school sites to both certificated and classified staff throughout the school year as well as during non-contracted times. Teaching skills are built and educational concepts developed by staff participating in many conferences and workshops throughout the year, and then sharing their experiences and knowledge with district colleagues. Staff members are encouraged to attend district sponsored training and professional development programs.

Topics for continuous development and learning available to staff during the 2019-20 school year include:

General Education

- Sheltered Instruction Observation Protocol (SIOP) Strategies
- Middle School Science - Anchor Phenomena
- Benchmark Advance English-Language Arts (ELA) Curriculum Training
- Next Generation Science Standards (NGSS) Training for Elementary STEAM teachers
- English Language Development (ELD)
- Eureka Math for new teachers

- Eureka Math pacing and planning
- Differentiation Strategies Overview
- Differentiation for high performers
- Differentiation - Building systems and strategies to support all learners
- Differentiation for struggling students
- Middle School Social Studies Curriculum and Materials training
- i-Ready Overview
- i-Ready Instruction for Middle School Response to Instruction (RTI) teachers
- TechSmart Coding Training
- Teaching the whole child

Special Education

- Behavioral Technician Protocols - Expectations, Assignments, and Data Monitoring
- Desired Results Developmental Profile
- Goalbook Pathways
- Individual Education Plans (IEP)
- Move Training
- Social Skills Development
- Special Education Services Referral Protocol
- Star training
- Common Core Connectors Relation to Adopted Curriculum

Classified Staff

- Child Nutrition Equipment and Procedures
- Expectations and Responsibilities for Instructional Assistants

Instructional Coaches

- Eureka Math
- SIOP/ELD
- Differentiation

The table displays the number of full days that a professional development opportunity was available. Many professional development opportunities are offered during portions of other days. Not all staff will attend each professional development opportunity. Different opportunities are offered to staff throughout the year based on job description and duties of individual sites and departments.

Professional Development			
	17-18	18-19	19-20
Number of school days dedicated to Staff Development and Continuous Improvement	6	6	6

Curriculum Development

All curriculum development at Mistral 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, ELAC, and the principal evaluate Mistral Elementary School's curriculum continuously using assessment data, district benchmarks, and pacing guides. All students have access to the core curriculum.

Mistral Elementary provides dedicated time twice weekly for intervention and enrichment through the school's Response to Instruction program. The District provides two additional STEAM teachers to support this initiative. Student progress is monitored through ongoing assessment and is conveyed to parents on report cards and via i-Ready benchmark reports. 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 students' assessment data as needed and appropriate.

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. Mistral Elementary School's PTA sponsors a range of activities on a donation basis, but all students who sign up are included if paid enrollments are sufficient to cover the instructors' fees. The PTA works to assure that every class that is advertised is offered, and raises funds to cover unmet costs. A sample of what Mistral Elementary School offers its students:

- Pre-engineering with Legos
- Engineering with Legos
- Art Club
- Yoga
- Scratch Programming
- Imagineerz
- Creative Math
- Mad Science
- Robotics with Legos
- Theater
- Folkloric dance
- Soccer
- Chess
- Cooking Around the World
- Zumba

Recognition Programs

It is Mistral Elementary School's goal to recognize students for their good work and to reinforce those behaviors which contribute to a positive learning community. Mistral Elementary School recognizes students within their classrooms as well as at school and District events. Student Recognition Assemblies are held each trimester. The Mistral faculty regularly recognizes students with the Premio Quetzal [Quetzal Prize] for being models in behavior and academics.

Computer Resources

The use of technology in the classroom supports and integrates the subject matter curriculum. All classrooms are wired for Internet access. The most widely used technology programs are Xtra Math, Khan Academy, and Zearn for mathematics practice and Reading A-Z for Spanish and i-Ready for ELA practice. Each classroom has access to technology devices in the classroom.

- Kinder: Three classrooms share two Chromebooks carts
- 1st to 5th Grade: A Chromebook cart in each classroom
- 6 iPads for the Summit program
- Some classrooms have iPads and Apple pencils to use when teaching

Library Information

Mistral Elementary School's shared library, staffed by a part-time library technician, is stocked with more than 14,000 books in English and Spanish that are available for students and parents to check out. Students visit the library once a week with their class. The library also contains computers for student use. Parent volunteers collect, organize, and maintain a separate book room with hundreds of titles for teachers to use for reading lessons in English and Spanish.

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.

District Revenue Sources (Fiscal Year 2018-19)

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)
- Title IV

Expenditures & Services Funded (Fiscal Year 2017-18)

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.*

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	\$6,641
From Supplemental/Restricted Sources	\$557
From Basic/Unrestricted Sources	\$6,084
District	
From Basic/Unrestricted Sources	\$4,531
Percentage of Variation between School & District	34.3%
State	
From Basic/Unrestricted Sources	\$7,507
Percentage of Variation between School & State	-19.0%

Average Teacher & Administrative Salaries (Fiscal Year 2017-18)

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		
2017-18		
	District	State
Beginning Teachers	\$60,933	\$49,378
Mid-Range Teachers	\$89,107	\$77,190
Highest Teachers	\$109,243	\$96,607
Elementary School Principals	\$136,148	\$112,074
Middle School Principals	\$144,020	\$126,560
High School Principals	-	\$126,920
Superintendent	\$234,740	\$189,346
Salaries as a Percentage of Total Budget		
Teacher Salaries	34.0%	36.0%
Administrative Salaries	7.0%	6.0%

School Site Teacher Salaries (Fiscal Year 2017-18)

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	\$80,006
District	\$82,977
Percentage of Variation	-3.6%
School & State	
All Elementary School Districts	\$77,619
Percentage of Variation	3.1%