Mountain View Whisman School District

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Theuerkauf Elementary School

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Serving Grades Kindergarten through Five • CDS: 43-69591-6049514
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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.

POINT YOUR PHONE

CAMERA HERE

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

Theuerkauf Elementary School is committed to developing the academic, social, and emotional potential of all students by providing them with a challenging and nurturing learning environment. Students are engaged in activities that require them to think critically, solve problems, and communicate effectively and collaboratively with their peers. Teachers provide students with opportunities to develop self-confidence and a positive attitude toward the rigors of learning the necessary knowledge and skills to be successful in the 21st century. Teachers participate in professional development opportunities and collaboratively work with the Instructional Coach and Principal throughout the year to improve instructional practices, differentiate instruction, and plan lessons aligned with the California Common Core Standards. This school year we are focusing on delving into the Next Generation Science Standards (NGSS). Parents are encouraged to be active participants in their child's learning through individual invitations, weekly newsletters, monthly parent meetings, and parent trainings.

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.

Enrollment Trend by Grade Level		
	2016-17	2017-18	2018-19
K	97	94	101
1st	52	70	51
2nd	49	48	65
3rd	49	48	44
4th	58	48	49
5th	62	61	44
Total	367	369	355

These charts display school enrollment broken down by student group.

Enrollment by Student Group	
2018-19	
	Percentage
Black or African American	1.4
American Indian or Alaska Native	0.6
Asian	9.6
Filipino	4.8
Hispanic or Latino	57.5
Native Hawaiian or Pacific Islander	0.8
White	17.2
Two or More Races	8.2
EL Students	35.2
Socioeconomically Disadvantaged	55.8
Students with Disabilities	14.1
Homeless	3.1

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	24	24	19	280
Without Full Credentials	1	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	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	**0**	**0**	**0**
Vacant Teacher Positions	0	1	0

School Facilities (School Year 2019-20)

Theuerkauf Elementary sits on 16.96 acres that is shared with Theuerkauf and the District Office. It has 25 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: 07/11/2019				
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			CR 19: AC LEAKING. CR 10: NO AC.
Interior	X			No deficiencies observed.
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			CR 2, CR 15, CR 17, CR 20, CR 21: CARPET STAINS. CR 14: STAINED CARPETS. GIRLS RESTROOM BY RM 5: FLOORS ARE STAINED.
Electrical	X			CR 16 B: LIGHT OUT STAFF RESTROOM RIGHT.
Restrooms/Fountains	X			BOYS RESTROOM BY RM 5: URINAL OUT OF ORDER. BOYS RESTROOM BY RM 11: LEFT SINK NO WATER.
Safety (Fire Safety, Hazardous Materials)	X			No deficiencies observed.
Structural (Structural Damage, Roofs)	X			CR 16 A: STAINED ROOF TILES. CR 14: STAINED TILES.
External (Grounds, Windows, Doors, Gates, Fences)	X			GIRLS RESTROOM BY RM 5: DOOR GETS STUCK. CR 13: FRONT DOOR JAMMED. CR 18: SCRATCHED WINDOWS. CR 17: WINDOW SCRATCHED.

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)	43	55	65	66	68	71	48	50	50
Mathematics (Grades 3-8 and 11)	30	47	56	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								
	English-Language Arts					Mathematics			
Student Groups	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	137	136	99.27	0.73	65.44	135	98.54	1.46	55.56
Male	76	75	98.68	1.32	64.00	74	97.37	2.63	56.76
Female	61	61	100.00	0.00	67.21	61	100.00	0.00	54.10
Hispanic or Latino	92	92	100.00	0.00	57.61	91	98.91	1.09	46.15
White	13	13	100.00	0.00	61.54	13	100.00	0.00	69.23
Two or More Races	13	12	92.31	7.69	83.33	12	92.31	7.69	66.67
Socioeconomically Disadvantaged	96	95	98.96	1.04	55.79	94	97.92	2.08	46.81
English Learners	80	79	98.75	1.25	50.63	79	98.75	1.25	41.77
Students with Disabilities	28	27	96.43	3.57	29.63	28	92.86	7.14	30.77

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	16.3%	27.9%	18.6%

*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)

Theuerkauf Elementary School believes that parents are an essential component of the school community and student success. We have added a School Community Engagement Facilitator to ensure that there is always a contact person and an open door for parents and community members. The following are opportunities for volunteers, but new ideas are welcome:

• Parent Teacher Association (PTA)
• School Site Council (SSC)
• English Learner Advisory Committee (ELAC)
• Before and after-school programs
• Classroom volunteers
• Project Cornerstone readers in classrooms
• Schoolwide events

The school also benefits greatly from local community partnerships. Retired adults from the Avenidas, New Horizons, and the Jewish Coalition for Literacy programs serve as reading tutors.

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 Theuerkauf Elementary School are guided by our four Core Values: Respect, Responsibility, Integrity, and Courage and by classroom expectations collaboratively generated by the students and teachers. Students and parents are informed of school rules and discipline policies through:

• Parent Handbooks
• School Site Council
• Back to School Night
• PTA meetings
• ELAC meetings
• Outstanding Citizenship Awards
• Weekly newsletter
• Classroom newsletters

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					
0.3	0.7	1.0	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 Theuerkauf 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 by teachers, the principal, a parent, and a community member trained in disaster preparedness. 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 throughout the day by teachers, staff, and the principal. Students may be dropped off and picked up from the front of the school. 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 Theuerkauf Elementary School is a shared responsibility of the district administrators, the principal, instructional staff, students and parents.

A Leadership Team composed of teacher representatives from all grades and support staff enables ongoing collaboration throughout the grade levels. Teachers also have the opportunity to represent their colleagues on the School Site Council (SSC), English Language Learner Advisory Committee (ELAC), the Parent Teacher Association (PTA), and other leadership committees.

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												
				Classrooms Containing:								
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	17	18	19	17	18	19	17	18	19	17	18	19
By Grade Level												
K	25	18	20	1	5	3	2	-	2	1	-	-
1	26	22	16	-	-	3	2	3	-	-	-	-
2	25	24	20	-	-	3	2	2	-	-	-	-
3	25	24	20	-	-	1	2	2	1	-	-	-
4	28	24	17	-	-	1	2	2	2	-	-	-
5	20	20	22	2	1	-	2	2	2	-	-	-
Other	-	8	10	-	1	1	-	-	-	-	-	-

Counseling & Support Staff (School Year 2018-19)

It is the goal of Theuerkauf 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. The Community Health Awareness Council (CHAC) provides emotional and/or social assistance to students. Families First provides parent workshops, behavioral support, individual and family therapy, utilizing evidence based practices. Staff work in collaboration with teachers and parents to support children and families in schools and their community.

The school does not have an academic counselor. The table lists the support service personnel available to students at Theuerkauf 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	0.75
Resource Specialist Program (RSP) Teacher	1	1.0
At-Risk Intervention Supervisor	1	1.0
Instructional Aides	19	12.0
Response to Instruction Teacher (CERT)	1	1.0
Special Day Class Teacher	2	2.0
Speech/Language Specialist	1	1.0

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.

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. Students are mainstreamed whenever possible.

Individualized instruction is also an integral part of the general education program. Reading and Mathematics software programs are integrated into daily instruction. Software programs that are offered are LexiaCore5, I-Ready - individualized developmental reading / Math programs, Reflex Math, Imagine Learning, and Khan Academy. The students all have access to the numerous supplemental software programs that the district also provides.

English Language Learners

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

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

Curriculum development at Theuerkauf Elementary School revolves around the California Common Core Standards and Frameworks as well as integrating best teaching pedagogies with curriculum. 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), instructional coach, and the principal evaluate the school's curriculum continuously using assessment data, district benchmarks and pacing guides. All students have access to the core curriculum.

Theuerkauf Elementary School provides dedicated time each day for intervention and enrichment through its Response to Instruction program along with a STEAM lab for all students. Student progress is monitored through ongoing assessment and is conveyed to parents via progress reports, 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 conduct an extensive data analysis of the results of students' assessments to guide future instructional support plans.

Extracurricular & Enrichment Activities

Students are encouraged to participate in the before and after school programs. Chess Club is offered two mornings per week before school. Theuerkauf offers the following to our students: Chorus, Art Club, Ukulele Club, Robotics/Coding Club, STEAM Club, Theatre Classes, after school sports clubs, and Chess Club.

Recognition Programs

Student success is recognized and celebrated on a daily, weekly and monthly basis. Daily, students earn "Cool Cat" tickets in recognition of academic progress and when demonstrating our Core Values: Respect, Responsibility, Integrity, and Courage. A monthly school assembly is held to recognize students for their successes.

Computer Resources

Theuerkauf Elementary has 1:1 Chromebooks for all students Kindergarten-5th grade. There are also computers in the school library that students are able to access.

Library Information

Theuerkauf Elementary School's library, staffed by a part-time library technician, is stocked with more than 12,200 books that are available for students to check out. Students visit the library weekly with their class and can access the library during recess and lunch. The school's library also contains computer work stations for student use, and an online library resource system that enables students to check-in and out materials.

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. T*he 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	$7,925
From Supplemental/Restricted Sources	$1,388
From Basic/Unrestricted Sources	$6,537
District	
From Basic/Unrestricted Sources	$4,531
Percentage of Variation between School & District	44.3%
State	
From Basic/Unrestricted Sources	$7,507
Percentage of Variation between School & State	-12.9%

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	$80,346
District	$82,977
Percentage of Variation	3.2%
School & State	
All Elementary School Districts	$77,619
Percentage of Variation	-3.5%