

# Mountain View Whisman School District

1400 Montecito Avenue • Mountain View, CA 94043 • (650) 526-3500 • [www.mvwsd.org](http://www.mvwsd.org)

## Jose Antonio Vargas Elementary School



220 N. Whisman Road • Mountain View, CA 94043 • (650) 903-6952  
Serving Grades Kindergarten through Five • CDS: 43-69591-0138750

Vern Taylor, Principal

[vtaylor@mvwsd.org](mailto:vtaylor@mvwsd.org)  
<http://vargas.mvwsd.org/>

### 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](mailto: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](mailto: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

Vargas Elementary School is a wonderful place to learn and grow. Our mission is to inspire, prepare, and empower every student. Our vision is to be a safe, engaging, growth-oriented, standards-based learning community where everyone collaborates, perseveres, and thinks critically. We are continually building inclusive partnerships with all groups in our community. We work together to create a safe, challenging, and engaging environment while communicating high expectations clearly and frequently. The Vargas Elementary School staff is committed to offering an exemplary program for all students.

## 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).

## 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
	19-20	19-20
Fully Credentialed	15	280
Without Full Credentials	0	1
Teaching Outside Subject Area of Competence (with full credential)	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	
	19-20
Misassignments of Teachers of English Learners	0
Misassignments of Teachers (other)	0
<b>Total Misassignments of Teachers</b>	<b>0</b>
Vacant Teacher Positions	0

## School Facilities (School Year 2019-20)

Vargas Elementary is the newest school in Mountain View Whisman School District. The first school year was 2019-20. Vargas Elementary sits on 8.84 acres and has 21 permanent rooms. It also has a multi-use room, 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: 09/19/2019				
Overall Summary of School Facility Conditions: Exemplary				
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			No deficiencies observed.
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			No deficiencies observed.
Electrical	X			No deficiencies observed.
Restrooms/Fountains	X			No deficiencies observed.
Safety (Fire Safety, Hazardous Materials)	X			No deficiencies observed.
Structural (Structural Damage, Roofs)	X			No deficiencies observed.
External (Grounds, Windows, Doors, Gates, Fences)	X			No deficiencies observed.

## 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%

## 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)

Vargas Elementary School benefits greatly from the involvement of parents and local community partnerships. We always welcome parents who are interested in taking leadership roles at school. There are several ways to help define school policies and programs by getting more involved in the following school organizations:

- Parent Teacher Association (PTA)
- English Learner Advisory Committee (ELAC)
- School Site Council (SSC)

### State Priority: School Climate

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

- Local measures on the sense of safety and discipline

### Discipline & Climate for Learning

Students at Vargas Elementary School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. Our students follow the Vargas Way: Be Safe, Use Respect, Be Responsible and Be an Up-stander. Redirection and coaching for positive behavior involves the use of Project Cornerstone messages and language. Parents and students are informed of school rules and discipline policies through the parent handbook. Throughout the year, behavior and discipline policies are reviewed in the weekly bulletins.

### Safe School Plan (School Year 2019-20)

The safety of students and staff is a primary concern of Vargas 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 in the spring by the School Site Council, parents, and faculty. The plan was most recently updated and reviewed in August 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 and after school by staff. Noon duty supervisors provide supervision during lunch. Students may be dropped off and picked up from the front of the school where staff members supervise students. 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 Vargas Elementary School is a responsibility shared among district administration, the principal, instructional staff, students, and parents.

Staff leadership opportunities at Vargas Elementary School include goal teams comprised of ELA, math, school climate, grade-level teams, and the School Site Council. The School Site Council is made up of staff and parents that serve as the governing body. Both the SSC and the entire staff have involvement in the development of the School Site Plan that sets the goals and focus for the school.

### Counseling & Support Staff (School Year 2018-19)

It is the goal of the 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.

### 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.

In addition, our master schedule is designed with intervention and enrichment blocks, which we call Second Chance Teaching. Through the support of two Science Technology Engineering Arts Math (STEAM) teachers, class sizes are lowered so that every student receives either intervention or enrichment instruction to meet their needs.

### Individualized Instruction

Special Education students receive support from a Resource Specialist Teacher and/or Aide, a Special Day Class 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.

### 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

All curriculum development at the 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 Vargas Elementary School's curriculum continuously using assessment data, district benchmarks, and pacing guides. All students have access to the core curriculum. Vargas Elementary School provides dedicated time each day for intervention and enrichment through the school's Response to Instruction program. The District provides one additional teacher to support this initiative.

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 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. Vargas Elementary School offers the following after-school activities for its students:

- Art Club
- Language Clubs (French & Hindi)
- Math Club

During the school day, students may participate in the following enrichment activities:

- Art
- Library
- Living Classroom
- Music
- Project Cornerstone

## Recognition Programs

It is Vargas Elementary School's goal to recognize students for their good work and to reinforce those behaviors which contribute to a positive learning community. The school holds Monday Morning Golden Ticket recognition assemblies for students.

## Computer Resources

Each classroom at Vargas Elementary School has a large screen TV and is set up for wireless internet access. Classrooms in grades one through five have 1:1 Chromebook access for students while Kindergarten classrooms have a 1:1 Chromebook ratio.

## Library Information

Vargas Elementary School's library, staffed by a part-time library technician, is stocked with many books that are available for students to check out. Students visit the library on a regular basis 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.

## 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

## 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](http://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%