

Mountain View Whisman School District
Amy Imai Elementary
2021-2022 School Accountability Report Card

SCHOOL ADMINISTRATION

Arline Siam
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SCHOOL INFORMATION

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Mountain View, CA 94040
(650) 526-3490
<https://imai.mvwsd.org/>

SUPERINTENDENT

Dr. Ayindé Rudolph
supt@mvwsd.org

DISTRICT INFORMATION

Mountain View Whisman School District
1400 Montecito Avenue
Mountain View, CA 94043
(650) 526-3552

BOARD OF EDUCATION

Laura Blakely
Christopher Chiang
Devon Conley
Laura Ramirez Berman
William Lambert

DISTRICT ADMINISTRATION

Dr. Ayindé Rudolph
Superintendent
supt@mvwsd.org

Dr. Rebecca Westover
Chief Business Officer
Cathy Baur
Chief Academic Officer
Tara Vikjord
Chief Human Relations Officer

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 above.

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).

CALIFORNIA SCHOOL DASHBOARD

The California School Dashboard (Dashboard) reflects California's new accountability and continuous improvement system and provides information about how districts and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of districts, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement. The Dashboard can be accessed at <https://www.caschooldashboard.org>.



DISTRICT STATEMENTS

DISTRICT MISSION

We inspire, prepare and empower every student.

DISTRICT VISION

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

DISTRICT GOALS

#1 Effective and consistent instructional practices that meet the needs of all students.

#2 Student social emotional health.

#3 Inclusive and welcoming culture.

#4 Effective and engaged employees.

#5 Equitable distribution of resources that support student success

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, Tara Vikjord.

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, Christopher Chiang, Devon Conley, Laura Ramirez Berman, and William Lambert are serving as trustees for the Mountain View Whisman School District.

SCHOOL STATEMENTS

PRINCIPAL'S MESSAGE

A 2022 California Distinguished School, Amy Imai Elementary School's mission is to inspire, prepare, and empower every student. We encourage our students' natural curiosity and we provide opportunities for them to be critical thinkers, creators, collaborators, expert communicators, flexible, and tech-savvy problem-solvers. An Imai education also embeds opportunities for social emotional growth so that our graduates are well-rounded, global citizens who are college, career, and community ready.

SCHOOL PROFILE

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 4,500 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.

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.

ENROLLMENT BY STUDENT GROUP

The charts display student enrollment broken down by student group.

Enrollment by Student Group	
2021-22	Percentage
Female	48.1
Male	51.9
Non-Binary	
American Indian or Alaska Native	
Asian	45.1
Black or African American	0.2
Filipino	1.2
Hispanic or Latino	11.9
Native Hawaiian or Pacific Islander	0.7
White	27.9
Two or More Races	12.1
EL Students	13.3
Foster Youth	0.2
Homeless	1.7
Military	
Socioeconomically Disadvantaged	5.6
Migrant Education	
Students with Disabilities	6.1

ENROLLMENT BY GRADE

The charts display student enrollment broken down by grade.

Enrollment by Grade Level	
2021-22	Count
K	58
1st	62
2nd	65
3rd	69
4th	82
5th	76
6th	0
Total	412

CONDITIONS OF LEARNING

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 tables below display information regarding teacher preparation and placement, teachers without credentials and misassignments (considered "ineffective" under ESSA), credentialed teachers who are assigned out-of-field (considered "out-of-field" under ESSA); and class assignments. The data is collected and provided through an exchange with the Commission on Teacher Credentialing (CTC) and its California State Assignment Accountability System (CalSAAS). More information about the definitions used to determine the displayed data is available on the CDE's Updated Teacher Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

Teacher Preparation and Placement						
2020-21	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	23.0	95.8	228.0	90.0	228,366.1	83.1
Intern Credential Holders Properly Assigned	0.0	0.0	0.0	0.0	4,205.9	1.5
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.0	0.0	0.2	0.1	11,216.7	4.1
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.0	3.6	1.4	12,115.8	4.4
Unknown	1.0	4.2	21.4	8.5	18,854.3	6.9
Total Teaching Positions	24.0	100.0	253.2	100.0	274,759.1	100.0

Teacher Preparation and Placement						
2021-22	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

Teachers Without Credentials and Misassignments		
	2020-21	2021-22
Permits and Waivers	0.0	
Misassignments	0.0	
Vacant Positions	0.0	
Total Teachers Without Credentials and Misassignments	0.0	

Credentialed Teachers Assigned Out-of-Field		
	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.0	
Local Assignment Options	0.0	
Total Out-of-Field Teachers	0.0	

Class Assignments		
	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.0	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0	

FACILITY INSPECTION RESULTS

The chart displays the results of the most recent facilities inspection at the school. While reviewing this report, please note that even minor discrepancies are reported in the inspection process.

2022-23 School Facility Inspection Summary	
Date of Last Inspection:	11/04/2022
Data Collected:	November 2022
Overall Summary of School Facility Conditions:	Good

School Facility Inspection Results		
Category	Rating	Repair Needed and Action Taken or Planned
SYSTEMS: Gas Leaks, Mechanical/HVAC, Sewer	Good	22: New construction, unit not online yet.
INTERIOR: Interior Surfaces	Good	7D Boys Restroom: Floor not finished yet (construction). 11D Boys Restroom, 11C Girls Restroom: Paper wads stuck to walls.
CLEANLINESS: Overall Cleanliness, Pest/ Vermin Infestation	Good	11D Boys Restroom, 11C Girls Restroom: Paper wads stuck to walls. 18: Few stains on the carpet. Multi-use Room Mens Restroom: Sink and urinals stained. Multi-use Room Women Restroom: Toilets and mirrors are dirty.
ELECTRICAL: Electrical	Good	A11 Office 2: Cover plate on Ethernet outlet missing.
RESTROOMS/FOUNTAINS: Restrooms, Sinks/ Fountains	Good	
SAFETY: Fire Safety, Hazardous Materials	Good	4, 13: Student work hanging from ceiling. A11 Office 2: No fire extinguisher. Copy Room: Fire extinguisher blocked. 11: Clothesline hanging from ceiling. Ball Room: Fire panel blocked. Multi-use Room Storage: Water heater and electrical panels are blocked.
STRUCTURAL: Structural Damage, Roofs	Good	19: Wet spots on ceiling tiles. Copy Room, Principal Office: Water stains on ceiling. 11: Ceiling tiles damaged.
EXTERNAL: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	1D Storage: Strike plate on door missing. 1, 4, 15C Women Restroom: Window cracked.

SCHOOL FACILITIES

Imai Elementary sits on 10.93 acres and has 26 permanent rooms on site. It has a multi-use room, library, three 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 take 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 and 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).

INSTRUCTIONAL MATERIALS

The school district held a public hearing on September 8, 2022, 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 currently 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.

TEXTBOOKS

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

2022-23 Instructional Materials			
Subject	Textbooks and Other Instructional Materials / Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
English / Language Arts	Grades: TK-5th / Course: English/Language Arts / Publisher: Benchmark Education Company / Series: Benchmark Advance / Adopted: 2016	Yes	0.00%
Mathematics	Grades: TK-5th / Course: Mathematics / Publisher: Eureka Math / Series: Eureka Math / Adopted: 2015	Yes	0.00%
History / Social Science	Grades: TK-5th / Course: History/Social Studies / Publisher: Teacher's Curriculum Institute / Series: Social Studies Alive! California Series / Adopted: 2020	Yes	0.00%
Science	Grades: TK-5th / Course: Science / Publisher: Teacher's Curriculum Institute / Series: Bring Science Alive! Exploring Science / Adopted: 2020	Yes	0.00%
Foreign Language	N/A	N/A	N/A
Visual / Performing Arts	N/A	N/A	N/A
Health Education	N/A	N/A	N/A

PUPIL ACHIEVEMENT AND OUTCOMES

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 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) is a collection of tests used statewide to provide teachers, students and parents with information about how students are doing in school. The assessment system utilizes computer-adaptive tests and performance tasks that allow students to show what they know and are able to do. Summative assessment results include student scores, achievement levels, and descriptors that describe performance. Information regarding the CAASPP test results of mathematics for each grade and achievement standards can be found on the CDE CAASPP-ELPAC Results website at <https://www.caaspp-elpac.cde.ca.gov/caaspp/>. The CAASPP System consists of the following assessments:

- Smarter Balanced English language arts/literacy (ELA) and mathematics
- California Alternate Assessments for ELA, mathematics, and science
- California Science Test (CAST)
- California Spanish Assessment (CSA)
- Smarter Balanced Interim Assessments

Note: 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 value "N/T" indicates that students were not tested, and therefore no scores are available at this time.

ASSESSMENT RESULTS

The table displays the percent of students who met or exceeded state standards in English Language Arts/Literacy (grades 3-8 and 11), Mathematics (grades 3-8 and 11), and Science (Grades 5, 8, and high school).

Assessment Results by Subject			
	School	District	State
	2021-22	2021-22	2021-22
English Language Arts/Literacy (Grades 3-8 and 11)	87	66	47
Mathematics (Grades 3-8 and 11)	87	59	33
Science (Grades 5, 8, and 10)	73	54	29

Assessment Results by Student Group - English Language Arts					
2021-22	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	219	210	95.89	4.11	86.67
Male	112	108	96.43	3.57	84.26
Female	107	102	95.33	4.67	89.22
Non-Binary					
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	91	91	100.00	0.00	92.31
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	28	24	85.71	14.29	41.67
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
White	68	64	94.12	5.88	92.19
Two or More Races	27	26	96.30	3.70	92.31
EL Students	27	21	77.78	22.22	47.62
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	16	11	68.75	31.25	63.64
Migrant Education	0	0	0.00	0.00	0.00
Students with Disabilities	21	20	95.24	4.76	70.00

Assessment Results by Student Group - Mathematics

2021-22	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	219	216	98.63	1.37	86.57
Male	112	110	98.21	1.79	86.36
Female	107	106	99.07	0.93	86.79
Non-Binary					
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	91	91	100.00	0.00	97.80
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	28	28	100.00	0.00	39.29
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
White	68	66	97.06	2.94	87.88
Two or More Races	27	26	96.30	3.70	92.31
EL Students	27	27	100.00	0.00	44.44
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	16	16	100.00	0.00	31.25
Migrant Education	0	0	0.00	0.00	0.00
Students with Disabilities	21	20	95.24	4.76	65.00

Assessment Results by Student Group - Science

2021-22	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	77	75	97.40	2.60	73.33
Male	37	36	97.30	2.70	72.22
Female	40	39	97.50	2.50	74.36
Non-Binary					
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	35	35	100.00	0.00	82.86
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
White	24	23	95.83	4.17	78.26
Two or More Races	--	--	--	--	--
EL Students	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	--	--	--	--	--
Migrant Education	0	0	0.00	0.00	0.00
Students with Disabilities	--	--	--	--	--

OTHER 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 ASSESSMENT

In the spring of each year, all California schools are required by the state to administer a physical fitness test to students in the fifth, seventh, and ninth grades. The physical fitness test is a standardized evaluation that measures each student’s ability to perform fitness tasks in five major areas. The five major areas are Aerobic Capacity, Abdominal Strength and Endurance, Extensor and Strength and Flexibility, Upper Body Strength and Endurance, and Flexibility.

The table displays the percentage of students participating in each of the five fitness evaluations by grade. Detailed information regarding this test may be found at the CDE website at <http://www.cde.ca.gov/ta/tg/pf/>.

2021-22 Physical Fitness Test Participation					
Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5th	100	100	100	100	100

PUPIL ENGAGEMENT

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

- High school dropout and graduation rates
- Chronic absenteeism rates

CHRONIC ABSENTEEISM

Attendance is critical to academic achievement. Regular daily attendance is a priority and is expected for students. A student who is absent on 10 percent or more of the school days in the school year is considered to be a “chronic absentee”. Chronic absenteeism negatively impacts student learning and achievement and is closely monitored by school staff and the district. Rates of chronic absenteeism for the school are displayed below.

Chronic Absenteeism Rate (Percentage)				
2021-22	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate (Percentage)
All Students	438	433	33	7.6
Female	212	209	14	6.7
Male	226	224	19	8.5
Non-Binary				
American Indian or Alaska Native	0	0	0	0
Asian	200	196	11	5.6
Black or African American	2	2	0	0
Filipino	5	5	1	20
Hispanic or Latino	55	54	6	11.1
Native Hawaiian or Pacific Islander	3	3	0	0
White	120	120	12	10
Two or More Races	50	50	3	6
EL Students	72	72	8	11.1
Foster Youth	1	1	0	0
Homeless	8	8	2	25
Military				
Socioeconomically Disadvantaged	32	32	7	21.9
Migrant Education	0	0	0	0
Students with Disabilities	38	38	6	15.8

PARENT ENGAGEMENT

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

Mountain View Whisman School District is grateful for parent involvement. There are many ways parents can be involved with our schools. Some options include joining the Parent Teacher Association (PTA), running for School Site Council (SSC) and or joining the English Learner Advisory Committee (ELAC). Parents who wish to regularly volunteer on school campuses are required to complete a volunteer badge application through our Raptor system. Infrequent volunteers, those that are on our campuses less than three times per year, are required to present a valid ID and proof of COVID vaccination when signing in.

Amy Imai Elementary has a very strong and active parent community. Parents take an active role in school governance via the School Site Council. The Council and the English Learner Advisory Committee (ELAC) involve parents and staff in program evaluation and improvement. The PTA is very active in providing classroom and school materials and equipment, training volunteers, providing parent education classes, and in fundraising for the school.

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.

SCHOOL SAFETY

The safety of students and staff is a primary concern of Imai 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 fall by the School Site Council, parents, and faculty. The plan was most recently updated and reviewed in March 2022.

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 by school staff and the principal.

Noon duty supervisors and other site staff provide supervision during lunch. 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.

Protecting the health and safety of our staff, students and families is a priority. MVWSD has created comprehensive health and safety protocols which include: cleaning, disinfecting and sanitizing, availability of personal protective equipment, hygiene practices, testing, and responding to positive cases.

SUSPENSIONS AND EXPULSIONS

The table displays the suspension and expulsion rates at the school, in the district, and throughout the state. Expulsions occur only when required by law or when all other alternatives are exhausted. Due to the COVID-19 pandemic, the 2019-2020 and 2020-2021 suspension and expulsion rate data are not comparable to prior year data. In instances where there was not in-person learning for the entire school year, it would be inappropriate to make any comparisons of the suspension and expulsion rates to school years that offered in-person learning for the entire school year.

Suspension and Expulsion Rates						
	Suspensions			Expulsions		
	2019-20	2020-21	2021-22	2019-20	2020-21	2021-22
School	0.52	0.59	1.14	0	0	0
District	1.23	0.26	2.1	0	0	0
State	2.45	0.2	3.17	0.05	0	0.07

Suspension & Expulsion Rates by Student Group		
2021-22	Suspensions	Expulsions
All Students	1.14	0
Female	0	0
Male	2.21	0
Non-Binary	0	0
American Indian or Alaska Native	0	0
Asian	0.5	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	3.64	0
Native Hawaiian or Pacific Islander	0	0
White	0	0
Two or More Races	4	0
EL Students	0	0
Foster Youth	0	0
Homeless	0	0
Military		
Socioeconomically Disadvantaged	3.13	0
Migrant Education	0	0
Students with Disabilities	5.26	0

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.

ADDITIONAL INTERNET AND PUBLIC LIBRARY ACCESS

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

PROFESSIONAL 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 their colleagues. Staff members are encouraged to attend district sponsored training and professional development programs.

Recent topics for continuous development and learning available to staff include:

General Education

- Multi Tiered Systems of Support (MTSS): District Data Protocol and Data Cycles
- Dyslexia and Reading Strategies for Instructional Coaches, administrators, teachers
- Discovery Education Training - Promoting STEM Culture through transdisciplinary teaching and learning
- Supporting ELs - Trainings provided on topics such Designated ELD 101, Content and Language Objectives, Integrated ELD
- Sheltered Instruction Observation Protocol (SIOP) training for Instructional Coaches, administrators, and teachers
- Social Emotional Learning: Safe and Supportive Environments training for all teachers and administrators
- In-class SEL support for teachers and students through Sown to Grow program implementation

Special Education

- Desired Results Developmental Profile (DRDP) training for Preschool
- Goalbook Toolkit training for all staff
- Individual Education Plans and IEP Manual training for all staff
- Social Skills Development for Speech Therapists
- Special Education Services Referral Protocols for all staff
- SPIRE Training for Education Specialists
- Legal Training for all staff
- Beginning Technology training for Instructional Assistants
- CPR Certification for Instructional Assistants
- Data Collection training for Instructional Assistants
- Facilitated IEP process for School Psychologists and Special Education Coordinators

- Learning Ally training for Education Specialists
 - Behavioral support techniques for Instructional Assistants.
- Classified Staff
- Secretaries
- Attendance Reporting
 - Engagement protocols - SART and SARB
 - Reporting
 - Budget and Purchasing
- Food Service
- Food Safety
 - Workplace Safety
- Maintenance, Operations and Transportation
- Scenario based maintenance and grounds training
 - Transportation Training
 - Custodian cleaning and safety training
 - Workplace Safety
- Librarians
- Advanced training on the library catalog system as well as e-book management

PROFESSIONAL DEVELOPMENT DAYS OFFERED

The table displays the number of annual professional development days offered during the most recent three-year period.

Professional Development Days			
	2020-21	2021-22	2022-23
Number of Professional Development Days	6	6	6

ACADEMIC COUNSELOR TO PUPIL RATIO

The chart displays the ratio of pupils to academic counselor at the school.

2021-22 Academic Counselor to Pupil Academic Counselor(s)	
Academic Counselor(s)	0

AVAILABLE COUNSELING AND SUPPORT STAFF

The chart displays the support staff available to students at the school. Note: One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Counseling and Support Staff	
2021-22	Full Time Equivalent
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1

COUNSELING AND SUPPORT SERVICES

It is the goal of Amy Imai Elementary School to assist students in their social and personal development as well as academics. The school gives special attention to students who experience academic achievement struggles, difficulty coping with personal and family problems, trouble with decision-making, or handling peer pressure. The Community Health Awareness Council (CHAC) provides two counseling interns to assist students with their emotional needs. Currently, Amy Imai Elementary School employs a School and Community Engagement Facilitator who proactively assists students and families with academic, social and emotional struggles.

CLASS SIZE DISTRIBUTION

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

Class Size Distribution By Grade												
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	20	21	22	20	21	22	20	21	22	20	21	22
K	23	21	19		1	2	4	2	1			23
1st	20	21	21	2	1	1	2	3	2			20
2nd	24	20	16		3	2	4	1	2			24
3rd	25	22	17			2	3	4	2			25
4th	25	25	27	1	1		3	2	3			25
5th	26	22	25	1	1		3	3	3			26
6th												
Other	23	15	11		1	1	1					23

DISTRICT REVENUE SOURCES

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

SCHOOL AND DISTRICT EXPENDITURES

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>.

2020-21 Expenditures per Pupil	
School: Total Expenditures Per Pupil	\$ 16,454
School: From Supplemental/Restricted Sources	\$ 9,910
School: From Basic/Unrestricted Sources	\$ 6,543
District: From Basic/Unrestricted Sources	\$ 10,269
Percentage of Variation between School & District	-3.5 %
State: From Basic/Unrestricted Sources	\$ 6,594
Percentage of Variation between School & State	50.29 %

TEACHER AND ADMINISTRATIVE SALARIES

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 CDE website.

2020-21 Average Salary Information		
	District	State
Beginning Teachers	\$ 68,535	\$ 51,591
Mid-Range Teachers	\$ 100,224	\$ 79,620
Highest Teachers	\$ 122,872	\$ 104,866
Elementary School Principals	\$ 166,746	\$ 131,473
Middle School Principals	\$ 176,415	\$ 135,064
High School Principals	\$ 0	\$ 137,679
Superintendent	\$ 281,477	\$ 205,661
Teacher Salaries	31 %	33 %
Administrative Salaries	6 %	6 %

SCHOOL SITE TEACHER SALARIES

The Average Teacher Salaries table illustrates the average teacher salary at the school and compares it to the average teacher salary at the District and throughout the State.

2020-21 Average Teacher Salary	
School	\$ 96,407
District	\$ 95,101
Percentage of Variation between School & District	1.37 %
All Similar School Districts	\$ 84,612
Percentage of Variation between School & State	13.94 %

CURRICULUM DEVELOPMENT

All curriculum development at Amy Imai Elementary School is based on the California Common Core Standards. Teachers align classroom curriculum to ensure that all students either meet or exceed state proficiency levels.

Teaching faculty, support staff, school subcommittees, the School Site Council, the English Learner Advisory Committee (ELAC), and the principal evaluate the effectiveness of Amy Imai School's curriculum by continuously using assessment data, district benchmarks, and pacing guides. Each day, Amy Imai Elementary School provides dedicated time for intervention and enrichment through the school's Response to Instruction program. The district provides two additional teachers to support this initiative.

Student progress is monitored through ongoing assessment and is conveyed to parents in a variety of ways including: during parent/teacher conferences held in December, through report cards that are sent home at the end of each trimester as well as through the parent portal where parents can view assessment results including CAASPP and i-Ready reports. The principal and individual staff members also discuss student's assessment data in alignment with the district's data processes.

DISCIPLINE AND CLIMATE FOR LEARNING

All students in Mountain View Whisman school district access social-emotional learning opportunities where they cultivate, practice, and reflect on social and emotional competencies. Students in grades TK/Kindergarten, 1, 3, and 5 receive whole-class SEL instruction provided by a therapist from Community Health Awareness Council (CHAC). Students in grades 2 and 4 participate in Back Together, a beginning of the year arts program provided by CHAC that helps students manage anxiety, builds social connections and resilience, and celebrates wellbeing. Using the Sown to Grow program, students have weekly check-ins with their teacher, receive timely and supportive feedback, and monitor their own social-emotional learning throughout the year.

The entire Imai community is guided by three main ideas: Be safe. Be kind. Be responsible. These ideas inform our official Code of Conduct. Parents and students are informed of school rules and discipline policies through the parent-student handbook, grade level code of conduct assemblies with the principal at the start of the school year, and through our website. Throughout the year, behavior and discipline policies are reviewed in school newsletters that go out via email, handouts and January Code of Conduct Review Assemblies.

SCHOOL LEADERSHIP

Leadership at Amy Imai Elementary School is a responsibility shared among district administration, the principal, instructional staff, students, and parents. Staff leadership opportunities at Amy Imai Elementary School include the School Site Council, PTA, Teacher in Charge, and the English Learner Advisory Committee (ELAC). The School Site Council is made up of staff and parents that serve as the governing body.

LIBRARY SERVICES

Amy Imai Elementary School's library, staffed by a 30 hour-per-week library technician, is stocked with more than 25,000 books that are available for students to check out. Students visit the library once a week with their class and can access the library during recess and lunch.

TECHNOLOGICAL RESOURCES

Every student in grades TK-8 has been issued a touch-screen Chromebook. Students in grades TK-2 have Chromebook carts in the classroom that they can use when they are at school. Students in grades 3-8 bring their Chromebook to and from school. Every classroom teacher has an Apple MacBook Air laptop and an iPad. Every classroom has a 75–80-inch TV with a wireless presentation device that teachers or students can connect to from a variety of devices. Every classroom has a 801.11 AC wireless access point to provide wireless access to the network. Students and teachers access District software through a centralized single sign on (SSO) portal. Students in grades TK-2 can use QR code badges to quickly sign in to the portal.

STUDENT RECOGNITION

It is Amy Imai Elementary's goal to recognize students for their good work and to reinforce those behaviors which contribute to a positive learning community. Students can also earn "Caught Being Good" tickets when demonstrating responsible behaviors.

INDIVIDUALIZED INSTRUCTION

Students with an Individualized Education Plan (IEP) receive support from an Education Specialist Teacher, Instructional Assistant, a psychologist, and/or other specialists as determined by their IEP. Support may be provided by pushing into the student's classroom or bringing the student to a specialist's classroom as determined by the IEP.

DEVELOPMENT OF 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.

GIFTED AND TALENTED EDUCATION

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.

EXTRACURRICULAR ACTIVITIES

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

- After-school tutoring
- Drama
- Theater
- Robotics
- Coding
- Soccer