Mountain View Whisman School District
Board of Trustees - Regular Meeting

1400 Montecito Avenue
January 21, 2021
5:00 PM

The Governor has declared a State of Emergency to exist in California as a result of the threat of COVID-19 (aka the "Coronavirus"). The Governor issued Executive Order N-25-20, which directs Californians to follow public health directives including canceling large gatherings. The Executive Order also allows local legislative bodies to hold meetings via conference calls while still satisfying state transparency requirements. The Governor has also issued Executive Order N-33-20, prohibiting people from leaving their homes or places of residence except to access necessary supplies and services or to engage in specified critical infrastructure employment. The Public's health and well-being are the top priority for the Board of Trustees of the Mountain View School District and you are urged to take all appropriate health safety precautions. To facilitate this process, the meeting of the Board will be available by:

Dial in Phone Number: (669) 900 6833 (San Jose)
Meeting ID: 920 4150 5069
Passcode: 699452
There is no participant ID

Members of the public who call in to the meeting will be placed in a waiting room until the appropriate time to address the Board. During that time in the waiting room, the caller will not be able to hear the meeting. Callers can view and hear the meeting here: youtube.com/mvwsd

Members of the public who wish to address the Board during the Board of Trustees meeting may email comments to publiccomments@mvwsd.org. In order to expedite the meeting, please send your comments by the Wednesday before the meeting. Staff will make all attempts to share and record any submissions received, however, depending on timing, late submissions will be provided to the Board after the conclusion of the meeting.

Note: The meeting is being held *solely* by telephonic means and will be made accessible to members of the public seeking to attend and to address the Board *solely* through the link above,

Members of the public seeking to attend and to address the Board who require reasonable accommodations to access the meeting, based on disability or other reasons, should contact the following person at least twenty-four (24) hours in advance of a Regular meeting to make arrangements for such reasonable accommodations. (For Special meetings, please request accommodations no less than 12 hours prior to the meeting.)

(Live streaming available at www.mvwsd.org)

As a courtesy to others, please turn off your cell phone upon entering.

Under Approval of Agenda, item order may be changed. All times are approximate.

I.   CALL TO ORDER (5:00 p.m.)

    A.   Pledge

    B.   Roll Call

    C.   Approval of Agenda

II.   CONSENT AGENDA (10 minutes)

All items on the Consent Agenda are considered to be routine and will be approved in one motion. If discussion is required, items may be removed for separate consideration.

    A.   <u>Personnel Report</u>

        1.   Personnel Report to the Board of Trustees

    B.   <u>Minutes</u>

        1.   Minutes for January 7, 2021 Regular Board Meeting
        2.   Minutes for January 7, 2021 Special Board Meeting

    C.   <u>Contracts</u>

        1.   Contracts

    D.   <u>Quarterly Report on Williams Uniform Complaints</u>

    E.   <u>Fremont Bank Foundation Donation</u>

    F.   <u>School Accountability Report Cards (SARC)</u>

    G.   <u>Parcel Tax Oversight Committee Member Application</u>

    H.   <u>Approval of Payroll Reports and Accounts Pay Warrant List for Month of December 2020</u>

III. COMMUNICATIONS

    A.   <u>Employee Organizations</u>

    B.   <u>District Committees</u>

    C.   <u>Superintendent</u>

IV.   COMMUNITY COMMENTS

This is the time reserved for community members to address the Board on items that are not on the agenda. The Board and Administration welcome this opportunity to listen; however, in compliance with the Brown Act, the Board is not permitted to take action on non-agenda items.

Speakers are requested to complete a speaker card and state their name for the record.

If there are additional comments after 10 minutes have elapsed, this item may be

continued after all the action and discussion items are completed.

Notes on Community Comments on Agendized Items
The staff presentation to the Board will occur first for each item. The Board will then ask clarifying questions. Afterwards, the community will be invited to comment. Any person wishing to speak will be granted up to three (3) minutes at the time the item appears on the agenda. Comments will be taken for up to 10 minutes, with extra time allowed for translation, as needed. Prior to addressing the Board, each speaker is requested to complete a speaker card (located on the counter near the door), give it to the Superintendent's Executive Assistant, and state his/her name for the record. We ask that you speak from the podium so that we may better hear you. At the conclusion of remarks or after 10 minutes has elapsed, the public comment portion is closed for that item and the Board will return to their own deliberations and comments. Please see the Board's "Welcome" brochure for more specifics on how Board meetings are run. The Board is grateful to have district personnel in the audience. These personnel may be consulted during the Board's discussion on any item.

V. REVIEW AND ACTION

A. Adoption of Resolution No. 01-012121 for Determination that the Solar Projects at Public School Campuses and District Administration are Exempt from the California Environmental Quality Act, Approving the Projects, and Directing the Filing of a Notice of Exemption (10 minutes)

B. Schematic Design Review Huff Elementary School Portable Project (10 minutes)

VI. REVIEW AND DISCUSSION

A. Return to Learn Reopening (90 minutes)

B. Local Control Accountability Plan/Strategic Plan 2027 Timeline (25 minutes)

C. 2021-2022 Governor's Proposed State Budget (10 minutes)

VII. BOARD UPDATES

VIII. ITEMS FOR FUTURE AGENDAS

• Items for future agendas

IX. FUTURE BOARD MEETING DATES

A. Future Board Meeting Dates

February 4, 2021
March 4, 2021
March 18, 2021
April 1, 2021

X. ADJOURNMENT (10:00 p.m.)

NOTICES FOR AUDIENCE MEMBERS

1. **RECORDING OF MEETINGS:**
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Los documentos que se les proveen a la mayoria de los miembros de la Mesa Directiva sobre los temas en la sesion abierta de este orden del dia estaran disponibles para la inspeccion publica en la Oficina del Distrito, localizada en el 1400 Montecito Avenue durante las horas de oficinas regulares.

Mountain View Whisman School District

Agenda Item for Board Meeting of 1/21/2021

Agenda Category: Remote Meeting Notice

Agenda Item Title: Remote Meeting

Estimated Time:

Person Responsible:

Background:

Dial in Phone Number: (669) 900 6833 (San Jose)
Meeting ID: 920 4150 5069
Passcode: 699452
There is no participant ID

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Fiscal Implication:

Recommended Action:

Agenda Item for Board Meeting of 1/21/2021

Agenda Category: Personnel Report

Agenda Item Title: Personnel Report to the Board of Trustees

Estimated Time:

Person Responsible: Tara Vikjord, Interim Chief Human Relations Officer

Background:

Fiscal Implication:

Recommended Action:

ATTACHMENTS:

Description	Type	Upload Date
Personnel Report to the Board of Trustees	Backup Material	1/14/2021

Personnel Report to the Board
2020-2021

First Name	Last Name	Position	Status	Site	FTE	Action	Details of Action	From	To	Admin. Rec.	Effective Date of Action	Date of Board Meeting
Elizabeth	Gomes	Teacher		Monta Loma	1.0000	Leave of Absence	Maternity LOA (Date Change)	1/4/21	5/14/21	Approve	1/4/21	1/21/21
Valeria	Johns	Instructional Assistant		Crittenden	0.5000	Leave of Absence	Extension of Personal LOA	1/4/21	2/19/21	Approve	1/4/21	1/21/21
Mary	Tilman	Teacher		Graham		Leave of Absence	Extension of Medical LOA (CFRA)	1/4/21	2/12/21	Approve	1/4/21	1/21/21
Nathan	Neal	Library Technician		Crittenden	1.0000	New Hire					1/5/21	1/21/21
Heather	Simonovich	Teacher	Temporary	Huff	1.0000	New Hire					1/4/21	1/21/21
Kim	Barillas	Preschool Teacher		Currently on LOA		Placement on the 39-month reemploymnt list					1/20/21	1/21/21
Steven	Cortinas	Behavior Technician		Monta Loma		Resignation					1/21/21	1/21/21
Cesar	Salgado	Teacher		Graham		Resignation					6/4/21	1/21/21

Agenda Item for Board Meeting of 1/21/2021

Agenda Category: Minutes

Agenda Item Title: Minutes for January 7, 2021 Regular Board Meeting

Estimated Time:

Person Responsible: Dr. Ayindé Rudolph, Superintendent

Background:

Fiscal Implication:

Recommended Action:

ATTACHMENTS:

Description	Type	Upload Date
Minutes for the January 7, 2021 Regular Board Meeting	Backup Material	1/13/2021

Mountain View Whisman School District
Board of Trustees - Regular Meeting

1400 Montecito Avenue
January 7, 2021
6:00 PM

Dial in Phone Number: (669) 900 6833 (San Jose)
Meeting ID: 983 4802 7408
Passcode: 952943
There is no participant ID

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Under Approval of Agenda, item order may be changed. All times are approximate.

I.   CALL TO ORDER (6:00 p.m.)

The meeting was called to order at 6:05 p.m.

A.   Pledge

Trustees President Devon Conley led the Pledge of Allegiance.

B.   Roll Call

Present: Berman, Blakely, Chiang, Conley, Wheeler
Absent: None

C.   Approval of Agenda

A motion was made by Ellen Wheeler and seconded by Laura Blakely to approve the agenda, as presented.

Ayes: Berman, Blakely, Chiang, Conley, Wheeler

II. OPPORTUNITY FOR MEMBERS OF THE PUBLIC TO ADDRESS THE BOARD CONCERNING ITEMS ON THE CLOSED SESSION AGENDA

No member of the public wished to address the Board of Trustees concerning items on the Closed Session Agenda.

III. CLOSED SESSION

The meeting was adjourned to Closed Session at 6:07 p.m.

A. CONFERENCE WITH REAL PROPERTY NEGOTIATORS (Pursuant To Government Code section 54956.8):

1. CONFERENCE WITH REAL PROPERTY NEGOTIATORS (Pursuant To Government Code section 54956.8):

   Property: 325 Gladys Avenue, Mountain View, California
   Agency Negotiator: Ayindé Rudolph, Superintendent; Rebecca Westover, CBO
   Negotiating Parties: Google, Inc.
   Under Negotiation: Price and terms of payment related to Master Joint Use Agreement.

IV. RECONVENE OPEN SESSION

The meeting was reconvened at 6:45 p.m.

A. Closed Session Report

Trustees President Conley reported that no action was taken in Closed Session.

V. CONSENT AGENDA (5 minutes)

All items on the Consent Agenda are considered to be routine and will be approved in one motion. If discussion is required, items may be removed for separate consideration.

A motion was made by Ellen Wheeler and seconded by Laura Blakely to approve all items on the Consent Agenda minus item D.

Ayes: Berman, Blakely, Chiang, Conley, Wheeler

A. Personnel Report

1. Personnel Report to the Board of Trustees

B. Minutes

1. Minutes for December 14, 2020 Regular Board Meeting

C. Contracts

   1. Contracts

D. Award of Architectural Services Contract to Dreiling Terrones Architecture for the District Office Reconfiguration Project

A motion was made by Laura Blakely and seconded by Laura Berman to approve item D, as presented.

Ayes: Berman, Blakely, Chiang, Conley, Wheeler

VI. COMMUNICATIONS

A. Employee Organizations

No member of the employee organization was present to address the Board of Trustees.

B. District Committees

No report at this time.

C. Superintendent

Dr. Rudolph mentioned the board meeting on January 21 will be talking about the reopening. Dr. Rudolph welcomed the newly hired Communication Specialist, Corinne Mitchner.

VII. COMMUNITY COMMENTS

The following member of the public addressed the Board of Trustees:
- Jennifer Coogan
- William Lambert

VIII. REVIEW AND ACTION

A. Naming the Board Representative for the County Committee (10 minutes)

A motion was made by Ellen Wheeler and seconded by Christopher Chiang to naming Devon Conley as the representative for the district for the County Committee on District Organization election.

Ayes: Berman, Blakely, Chiang, Conley, Wheeler

IX. REVIEW AND DISCUSSION

A. Mountain View Police Department Youth Service Unit Presentation (40 minutes)

Officer James Guevarra, School Resource Officer, presented the Board of Trustees an overview of the Mountain View Police Department Youth Service Unit.

The following member of the public addressed the Board of Trustees:
- Mr. Lambert

- Sandi Puett

Dr. Rudolph read a community comment submitted by:
- Maribel Moun

B.   Parcel Tax Oversight Committee (10 minutes)

Chief Business Officer, Rebecca Westover presented the Board of Trustees a Parcel Tax Oversight Committee Report.

X.   BOARD UPDATES

Trustee Conley:
- 12/1/2020 Participated in the day-long Board Presidents Workshop at the California School Board Association's Annual Education Conference
- 12/3/2020 - 12/4/2020 Attended the California School Board Association's Annual Education Conference
- 12/2/2020 Represented the MVWSD Board at the Los Altos Mountain View PTA Council Meeting
- 12/2/2020 Met with Executive Director Myers of Mountain View's Community Services Agency
- 12/8/2020 Attended the Mountain View Education Foundation board meeting as the MVWSD Board Observer
- 12/12/2020 Met as a member of the Digital Equity Coalition with County Board of Supervisors' President Chavez, County Superintendent Dewan to discuss closing the Digital Divide
- 12/17/2020 Attended the Santa Clara County School Boards Association meeting with Santa Clara County Superintendent Dewan.
- 12/18/2021 Met with the Preserve Monta Loma Park group
- 1/6/20221 Participated in a meeting with the city attended by myself, Vice President Blakely, Superintendent Rudolph, Chief Business Officer Dr. Westover, and the City of Mountain View's Mayor, Vice Mayor, City Manager, and Director of Community Services (who oversees parks).

XI.   ITEMS FOR FUTURE AGENDAS

- Reopening
- Mental health and social-emotional learning

XII. Board Report Out (10 minutes)

XIII. FUTURE BOARD MEETING DATES

A.   Future Board Meeting Dates
January 21, 2021
February 4, 2021
March 4, 2021

XIV. ADJOURNMENT (10:00 p.m.)

The meeting was adjourned at 9:13 p.m.

NOTICES FOR AUDIENCE MEMBERS

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Mountain View Whisman School District

Agenda Item for Board Meeting of 1/21/2021

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Agenda Category: Minutes

Agenda Item Title: Minutes for January 7, 2021 Special Board Meeting

Estimated Time:

Person Responsible: Dr. Ayindé Rudolph, Superintendent

Background:

Fiscal Implication:

Recommended Action:

ATTACHMENTS:

Description	Type	Upload Date
Minutes for the January 7, 2021 Special Board Meeting	Backup Material	1/13/2021

Mountain View Whisman School District
Board of Trustees - Special Meeting Minutes

1400 Montecito Avenue
January 7, 2021
10:00 PM

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I.   CALL TO ORDER (10:00 p.m.)

The meeting was called to order at 9:18 p.m.

A.   Roll Call

Present: Berman, Blakely, Chiang, Conley, Wheeler
Absent: None

B.   Approval of Agenda

A motion was made by Laura Blakely and seconded by Ellen Wheeler to approve the agenda, as presented.

Ayes: Berman, Blakely, Chiang, Conley, Wheeler

II.   REVIEW AND DISCUSSION

A.   Topics of Discussion for Board Retreat

The Board of Trustees discussed items to be discussed at the January 28, 2021 Board Retreat.

III.   ADJOURNMENT (11:00 p.m.)

The meeting was adjourned at 9:51 p.m.

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Agenda Item for Board Meeting of 1/21/2021

Agenda Category: Contracts

Agenda Item Title: Contracts

Estimated Time:

Person Responsible: Rebecca Westover Ed.D., Chief Business Officer

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Background:

On November 19, 2015, the District's Governing Board approved Resolution No. 1580.11/15 delegating authority to award contracts to the District's Superintendent, Chief Business Officer, Associate Superintendent(s), and Assistant Superintendent(s) pursuant to Education Code sections 17604 and 17605.

All contracts approved by those authorized to do so pursuant to that delegation authority are to be submitted to the District's Governing Board for ratification. Contracts that do not, however, involve an expenditure in excess of the bid limits specified in Public Contract Code section 20111 need only be reviewed by the District's Governing Board every 60 days. The applicable bid limits are $15,000 for construction contracts and $95,200 in 2020 (adjusted annually) for the purchase of equipment, materials, supplies, non-construction services, or repairs including maintenance.

Presented for <u>ratification</u> are the following contract(s):

Presented for <u>review</u> are the following contract(s):

1. HES-HeartReady - Annual inspection and replacement of AEDs' in the District $6,228
2. Santa Clara County Office of Education - Parent Engagement workshop for Monta Loma parents. Program dates are February 23, 2021 through June 30, 2021. $500
3. Association of Two-Way & Dual Language Education - Three Professional Development sessions for teachers and administrator addressing lessons, assessments and ELD vs SLD in Dual Language programs in 50/50 programs. Dates to be determined between January and May 2021. $7,000
4. Todd Gallicano - Virtual Author Presentation on 1/27/2021. $500

Fiscal Implication:
See background for details.

Recommended Action:
It is recommended that the Board of Trustees ratify or review the contracts as presented.

ATTACHMENTS:

Description	Type	Upload Date
HES HeartReady	Backup Material	1/11/2021
SCCOE - MOU Monta Loma - Parent Engagement	Backup Material	1/4/2021
PSA - Todd Gallicano	Backup Material	1/13/2021

INDEPENDENT CONTRACTOR
CONTINUATION OF SERVICES AGREEMENT
Mt. View Whisman School District

This service agreement is between "Client" **Mt. View Whisman School District** and "Contractor" **HES-HeartReady,** for a term of four (4) years, plus the option of a 4-year extension. This agreement will begin **October 1, 2019**, and end on **September 30, 2023**.

SERVICES/SCOPE OF WORK: Contractor shall provide the following professional services:

Annual Site Inspection
- Yearly verification of AEDs' readiness for deployment
- Replacement of pads and batteries prior to expiration
- Yearly service of AED cabinets and batteries
- Signage

AEDReady System
- Manage and train elected inspectors/site coordinators on the online system
- Track AEDs and accessories including supplies, expiration dates, site inspectors.
- Notification and follow-up for quarterly inspections

Post-AED Usage Support
- Supply loaner (free) and AED replacement parts and accessories (15% discount)
- Download event summary and provide to Client, admitting physician and/or Primary care physician, as requested
- Complete and submit required usage reports to Santa Clara County Emergency Medical Services Agency
- Debriefing session with responders

Consulting
- Respond to equipment and program issues via phone and/or site visit
- Resource for all of your emergency response training needs
- Tracking of additional emergency assets, such as Fire Extinguishers, emergency response backpacks/kits/supplies for an additional fee to be determined.

Training: Emergency Response training as requested.

AED Orientation - $425, 1-hour includes lecture presentation, program overview, demonstrations and hands-on practice. Maximum number of students - 150.

Advanced Bleeding Control – Instructor-led training, 1.5 hours, $720, 12 students: includes lecture presentation, demonstrations, supplies and hands-on practice with tourniquets for the immediate management of severe external bleeding. (Can be added to CPR/AED/First Aid and will be discounted to $50/per person.)

ASHI Adult/Child CPR/AED/First Aid* – Instructor-led training – 6 hours: Minimum guarantee - 12 students – $105/per person, includes instruction, equipment, disposables, and ASHI 2-year certification, digital cards and e-books.

ASHI Adult/Child CPR/AED* – Instructor-led training – 2.5-3 hours: Minimum Guarantee 12 students - $65 per person, includes instruction, equipment, disposables and ASHI 2-year certification, e-cards and e-books.

ASHI Adult/Child First Aid only* – Instructor-led training – 3 hours: Minimum guarantee 12 students - $65 per person, includes instruction, equipment, disposables, and ASHI 2-year certification, e-cards and e-books.

Fire Extinguisher Simulation Training with Bullex System – 2 hours: $1,125, flat rate. Maximum number of students - 35. Course includes lecture, simulation equipment, scenarios and hands-on skills training.

Active Shooter/Violent Intruder – Customized 4-hour course - $3,750 flat rate; maximum number of students – 35. Presented by seasoned law enforcement field officers. Includes lecture, scenarios, discussion, and exercises.

<u>Tabletop Exercises</u> on specific topics related to your Emergency Action Plan, 2-hours, includes facilitator, scribe, customized scenarios, exercises. Maximum 12 students - $1,500. Revisions to Emergency Action Plan thereafter, $120/hour, includes digital updated copy of revised plan.

<u>Evacuation</u> – Full-scale Evacuation Drill and practice, 1.5 hours includes critique and after-action debriefing. Pricing per bid.

The above-referenced training rates are guaranteed for 2 years.
*Blended training may also be available.

Site Coordinator(s) agrees to perform quarterly inspections and notify Contractor immediately of any irregularities or concerns. Client agrees to review and update site personnel contact info annually.

For AEDs added subsequent to initial purchase/installations, Site Inspectors may be required to install replacement parts (such as pads and batteries) that are not on the annual inspection schedule. After parts are replaced, Inspectors must confirm installation with Contractor so database may be updated. As an alternative, the Contractor can install those replacement parts for an additional fee.

Site Coordinator agrees to immediately inform Contractor of any AED usages in order to complete the required Santa Clara County usage form.

SCHEDULE OF SERVICES: AEDs - 15

YEAR 1 – October 1, 2019-September 30, 2020
YEAR 2 – October 1, 2020-September 30, 2021
YEAR 3 – October 1, 2021-September 30, 2022
YEAR 4 – October 1, 2022-September 30, 2023

LOCATION: Work shall be performed as required at each specific site/location of AEDs.

COMPENSATION: Client will be invoiced upon receipt of signed agreement and annually thereafter for the base continuation fee. There will be additional invoices after installation of expired supplies/replacement parts or additional

requested services or usages. Client agrees to pay Contractor for services and supplies within 30 days after receipt of invoice.

HES-HeartReady is pleased to offer a discounted rate to prior Santa Clara County/ Racing Hearts grant recipients for the continuation of AED compliance services:

- AEDREADY software tracking and annual onsite inspections: $156 per AED device/per year

- Additional site visit requests: $89 minimum charge per site

- Training of new inspectors/site coordinators to online portal system - included
- Above-referenced fees Include one free post-use activity per total program each year; thereafter, $125 for any additional post-use events

- AED accessories: Pads and batteries receive a 15% discount off current list price (Philips AED's only)

- Additional defibrillators may be purchased at the discounted rate of 20% off manufacturer's list price (Philips AED's only – Current list - $1,952 – discounted rate $1,561.60, plus accessories). A 50% deposit will be required on the purchase of new AEDs.

Additional fees may apply in the event of specific requests for Emergency Response training and education courses.

Payment shall be made within 30 days after submission of a detailed invoice indicating agreed upon services and required supplies.

TERMINATION: The terms of this agreement shall commence on **October 1, 2019**. The parties may terminate this Agreement with 30 days written notice for any reason at any time. In the event of notification of termination, the Contractor shall invoice the Client for any unpaid work performed and expenses incurred prior and up to the date of termination. Upon termination of this agreement, the Contractor will promptly return to Client or delete all items/info containing confidential information.

INSURANCE: Contractor carries both Professional Liability and Commercial Liability Insurance in the amount of $2M each per occurrence. All HES-HeartReady

AED Inspectors have clean driving records and personal vehicles are covered with Automobile Liability Insurance.

TAXES: Independent Contractor is responsible for payment of any and all federal and state taxes incurred under this Agreement. Additionally, Independent Contractor agrees to hold Client harmless from any liability while engaged in performing services.

COMPLIANCE: Both parties agree to comply with any and all applicable Federal, State and local laws pertaining to services under this Agreement, such as inspection, training and maintenance of Automated External Defibrillators. The Contractor will notify Client of any changes in law affecting their possession of AEDs.

CONFIDENTIALITY: The Contractor agrees to hold in confidence and not disclose any confidential information related to its work for Client except within the scope of this engagement; provided, that the foregoing restriction shall not apply to information that is or becomes readily publicly available without restriction through no fault of the Contractor.

ARBITRATION: Any disputes arising from or relating to the enforcement or interpretation of this Agreement (including disputes relating to performance or alleged breach) will be resolved in confidential binding arbitration held in San Jose, CA before and in accordance with JAMS Mediation, Arbitration and ADR Services using JAMS rules for commercial arbitrations.

Mt. View Whisman School District by:

_____

Mr. Ayinde Rudolph, Superintendent

Contractor: **HES-HeartReady**, by

_____

Julianne Brawner, Partner

Address: 1000 Varian Street, Suite A, San Carlos, CA 94070
Phone: 650-321-6500 x 4
Tax ID# 30-0931445

Mt. View Whisman School District
EXHIBIT A

Contact: Jennifer Thornton, RN
Total Number of AEDs: 15

Estimated Program Costs:

Annual Inspection and AEDReady Database management system:
2 Years x $156/yr x 15 AED units = $2,340*/yr
2 Years x $164/yr x 15 AED units = $2,460*/yr.

Philips FRx Pads 2019/20 List $56 each – (2-year expiration)
          discounted to $47.60 x 30 pads = $1,428*
          Pads thereafter - 15% off list x 30 pads - TBD

Philips FRx Batteries Current 2019 List: $169 each – (4-year expiration)
          discounted 15% x 15 batteries - TBD

Training of Site Inspectors   N/C

*Years 1 & 2, above-stated prices honored
*Years 3 & 4, supply replacement costs will be discounted 15% off list.
*All supplies, plus tax and shipping

Santa Clara County Office of Education

CONTRACT / AGREEMENT ROUTING FORM

NO STUDENT CONTACT

SCCOE Staff Contact *Questions about this contract should be sent to:*	Name Jhun Madriaga	Email jmadriaga@sccoe.org	Extension 4318

Directions

Steps listed below must be completed *sequentially*.

***Services cannot be initiated until the contract is fully approved.**

1. ☑ **Check applicable category to verify compliance with AR 3310. Attach Purchasing Verification.**
   - ☐ RFP / Bid
   - ☐ Sole Source
   - ☒ N/A
   - ☐ BestSource ($3,000 - $92,600)
   - ☐ Verified by Purchasing **(required)** _____

2. ☑ **Contractor and SCCOE contract originator reach agreement about scope of work and compensation.**

3. ☑ **Prepare a contract.**

4. ☑ **Gather initials verifying review of draft contract and identified funding source:**
   - ☐ Initiator _JM_ ☐ Director _JWE_ *For Construction/Design and Leases Only:* *For Software/Technology Purchases Only:*
   - ☐ Manager _OS_ ☒ Chief _KM_ ☐ General Services Director _____ ☐ Information Systems Ctr Director _____

5. ☐ **SCCOE contract originator completes the contract packet and gathers required attachments.**
   - ☐ Auto Liability
   - ☐ General Liability Insurance Certificate:
   - ☐ W-9
     - ☐ Additional Insurance Endorsement
   - ☐ Proof of Workers' Compensation Insurance
     - ☐ Molestation / Sex Abuse Endorsement

6. ☐ **Contractor to review and sign the contract.**

   Initial   *Date Approved*

7. ☐ _____ _____ **Risk Management to review, initial, and return to contract originator for final contract signature.**

8. ☐ _____ _____ **Obtain appropriate signature on contract per thresholds listed below.**
   - ☑ **$0 - $2,999: SCCOE Director**
   - ☐ **$3,000 - $99,999: SCCOE Chief**
   - ☐ **$100,000 & Over: Superintendent**

9. ☐ _____ _____ **Return to Risk Management to obtain an RM #. Risk Management returns to originator.**

10. ☐ _____ _____ **Contract originator creates the requisition using assigned RM # to generate a PO.**

Contract Information

Contract Type	☐ Professional Services Agreement ☑ MOU ☐ Construction / Design ☐ Technology	☐ Amendment ☐ Lease Agreement: ☐ New ☐ Renewal
Contractor's Name	Monta Loma Elementary School	
Service Type / Brief Description	To provide Parent Engagement workshop series in an online format in 2020-2021.	

Compensation & Terms

*Anticipated Start Date	2/23/21	End Date	6/30/21
Total Contract Amount	$ 500.00		

Santa Clara County � **Office of Education**

Monta Loma Elementary School
and
Santa Clara County Office of Education

Memorandum of Understanding

December 13, 2020

This is a memorandum of understanding between **Monta Loma Elementary School (MLES)** and the **Santa Clara County Office of Education (SCCOE)**. The goal of this agreement is to provide Parent Engagement workshop series in an online format for the academic school year 2020- 2021. This document is intended to define and clarify the following items between the Santa Clara County Office of Education and the Monta Loma Elementary School.

Start Date: February 23, 2021   End Date: June 30, 2021

This memorandum of understanding is intended to define
- Use of resources
- Articulation of monies
- Coordination and delivery of Parent Engagement workshop

1.0 Use of Resources

1.1 **SCCOE** will provide 10 copies total of the Parent Project Jr. or Active Parenting book in English or Spanish to be disseminated to parents. Schools will have the option to purchase more books.

1.2 **MLES** will decide on the manner to disseminate books.

1.3 The **MLES** will receive a Zoom link for the live online workshop series accessible by all parents.

2.0 Articulation of Monies-Reimbursement Plan

2.1 **MLES** will pay $500.00 flat rate.
2.2 Monies will be paid upon receipt of invoice.

3.0 Coordination and Delivery of Parent Engagement workshop

3.1 The **Santa Clara County Office of Education (SCCOE)** will provide six (6) Parent Project Jr. Loving Solutions workshops for Elementary or six (6) Active Parenting workshops for Secondary with integrated CCSS support for parents.
3.2 **SCCOE** will provide a Parent Engagement Specialist to facilitate the training.
3.3 Training will be offered in English and Spanish.
3.4 The online training will take place on a date and time as stated:
- February 23, 2021   4:30 to 6 p.m.
- March 2, 9, 16, 23, 30, 2021   4:30 to 6 p.m.
3.5 **MLES** will provide Parent Engagement Specialist with the intended outcomes/topic of consultation. If the outcomes are not determined within this timeframe, **SCCOE** reserves the right to cancel the training.
3.6 Date, Time, and Location: **MLES** will notify **SCCOE** of the specific location and start/end times for each Parent Engagement workshop in advance of the Parent Engagement workshop and finalize the dates with at least 20 days' notice beginning February 23, 2021.

4.0 Other Conditions

4.1 Insurance: **MLES** and the Santa Clara County Office of Education shall maintain a certificate of insurance in the business office of each respective office.
4.2 Indemnity: **MLES** and the Santa Clara County Office of Education shall be held harmless from and against any and all claims arising from a default in the performance of any obligation of the memorandum of understanding.

By: _____
　　　Signature of Authorized Official

Santa Clara County Office of Education

Title: Director, School Climate, Leadership
and Instructional Services Dept.
Date:_____

By: _____
　　　Signature of Authorized Official

Monta Loma Elementary School
MOU approved by Principal Trisha Lee

Title: Chief Academic Officer _____

Date: _____

Mountain View Whisman School District
Independent Contractor for Professional Services Agreement
(Non-construction Related)

THIS AGREEMENT is made and entered into on _____ **December 12, 2020** ("Agreement"),

by and between and **Mountain View Whisman School District** ("District") and **Todd Gallicano** _____

("Contractor"). Contractor and District may be referred to herein individually as a "Party" or collectively as the "Parties."

1. **Services.** The District is authorized by Gov. Code § 53060 to contract with any persons for the furnishing of special services and advice in financial, economic, accounting, engineering, legal or administrative matters, if those persons are specially trained and experienced and competent to perform the special services required. The Contractor shall furnish to the District the following services ("Services" or "Work"). The Contractor warrants that it is specially trained, licensed and experienced and competent to perform the Services. ☐ **As indicated in Exhibit "A" or** ☒ **as follows:**

   Virtual Author Visit.

2. **Price & Payment.** The Contractor shall furnish the Services to the District for the following compensation:

   ☒ Contractor is providing services for a total flat fee of: $ **500.00** _____ ; **or**

   ☐ Contractor will provide a maximum number of hours of service at a rate of $ _____
   per hour for a total not to exceed $ _____ ; **or**

   ☐ Other: _____
   ("Agreement Price"). Payment for the Services shall be made in accordance with the Terms and Conditions. District must approve Contractor's form of invoice, which must be sufficiently detailed (e.g., name of school or department service was provided to, period of service, number of hours of service, brief description of services provided)

3. **Agreement Time.** The Services shall commence on _____ **Jan. 27, 2021**

   shall be completed by _____ **Jan. 27, 2021** _____. ("Agreement Time")

4. **Submittal of Documents.** The Contractor shall not commence the Services under this Agreement until the Contractor has submitted the following documents as indicated below (Check all that are required):

☒ Signed Agreement	☐ Insurance Certificates & Endorsements **N/A**	☒ W-9 Form

5. **Notice.** Any notice under this Agreement shall be deemed to have been given, served, and received if given in writing and either personally delivered (effective upon receipt) or sent by overnight delivery service addressed as follows (effective the business day next following delivery thereof to the overnight delivery service).

Mountain View Whisman School District	Contractor: Todd Gallicano / Always Write, LLC
1400 Montecito Ave,	12318 Braeloch Ct.
Mountain View, CA 94043	Huntsville, NC 28078
Attn: Chief Business Officer	Attn: Todd Gallicano

☒ **[TO BE COMPLETED BY AUTHORIZED DISTRICT EMPLOYEE ONLY.]** Contractor's employees will have only limited contact, if any, with District pupils and the District will take appropriate steps to protect the safety of any pupils that may come in contact with Contractor's employees so that the fingerprinting and criminal background investigation requirements of Education Code section 45125.1 shall not apply to Contractor for the services under this Agreement. As an authorized District official, I am familiar with the facts herein certified, and am authorized to execute this certificate on behalf of the District. (Ed. Code, § 45125.1 (c).)

District Representative's Name & Initials: _____**Cyndee Nguyen**_____ *INITIAL HERE:* CN

6. **Tuberculosis (TB) Screening.** Check one of the following boxes:

   ☐ Providing the District of a copy of TB clearance or statement of TB clearance.

   ☒ **Waiver of TB Screening.** Contractor is not required to provide evidence of TB Clearance because Contractor will not work directly with students on more than an occasional basis.

   INITIAL HERE: TG (Contractor initials). *INITIAL HERE:* CN (District Representative initials)

7. **Terms & Conditions.** The Contractor has read and agrees to comply with the Terms & Conditions attached hereto.

   INITIAL HERE: TG (Contractor initials).

TERMS & CONDITIONS TO INDEPENDENT CONTRACTOR AGREEMENT FOR PROFESSIONAL SERVICES

1. **Expenses.** District shall not be liable to Contractor for any costs or expenses paid or incurred by Contractor in performing the Work.

2. **Materials.** Contractor shall furnish, at his/her own expense, all labor, materials, equipment, supplies and other items necessary to complete the services to be provided pursuant to this Agreement.

3. **Independent Contractor.** Contractor, in the performance of this Agreement, shall be and act as an independent contractor. Contractor understands and agrees that he/she and all of his/her employees shall not be considered officers, employees, agents, partner, or joint venture of the District, and are not entitled to benefits of any kind or nature normally provided employees of the District and/or to which District's employees are normally entitled, including, but not limited to, State Unemployment Compensation or Worker's Compensation. Contractor shall assume full responsibility for payment of all federal, state and local taxes or contributions, including unemployment insurance, social security and income taxes with respect to Contractor's employees.

4. **Standard of Care.**

   4.1. Contractor represents that Contractor has the qualifications and ability to perform the Services in a professional manner, without the advice, control or supervision of District. Contractor's Services will be performed, findings obtained, reports and recommendations prepared in accordance with generally and currently accepted principles and practices of its profession for services to California school districts. Contractor's Services will be performed with due care and in accordance with applicable law, code, rule, regulation, and/or ordinance.

   4.2. Contractor hereby represents that it possesses the necessary professional capabilities, qualifications, licenses, skilled personnel, experience, expertise, and financial resources, and it has available and will provide the necessary equipment, materials, tools, and facilities to perform the Services in an efficient, professional, and timely manner in accordance with the terms and conditions of the Agreement.

   4.3. Contractor shall be responsible for the professional quality, technical accuracy, completeness, and coordination of the Services, and Contractor understands that the District relies upon such professional quality, accuracy, completeness, and coordination by Contractor in performing the Services.

   4.4. Contractor shall ensure that any individual performing work under the Agreement requiring a California license shall possess the appropriate license required by the State of California. All personnel shall have sufficient skill and experience to perform the work assigned to them.

5. **Originality of Services.** Contractor agrees that all technologies, formulae, procedures, processes, methods, writings, ideas, dialogue, compositions, recordings, teleplays and video productions prepared for, written for, or submitted to the District and/or used in connection with this Agreement, shall be wholly original to Contractor and shall not be copied in whole or in part from any other source, except that submitted to Contractor by District as a basis for such services.

6. **Termination.**

   6.1. **Without Cause by District.** District may, at any time, with or without reason, terminate this Agreement and compensate Contractor only for services satisfactorily rendered to the date of termination. Written notice by District shall be sufficient to stop further performance of services by Contractor. Notice shall be deemed given when received by the Contractor or no later than three days after the day of mailing, whichever is sooner.

   6.2. **With Cause by District.** District may terminate this Agreement upon giving of written notice of intention to terminate for cause. Cause shall include:

      6.2.1. material violation of this Agreement by the Contractor; or

      6.2.2. any act by Contractor exposing the District to liability to others for personal injury or property damage; or

      6.2.3. Contractor is adjudged a bankrupt or makes a general assignment for the benefit of creditors or a receiver is appointed on account of Contractor's insolvency.

      Written notice by District shall contain the reasons for such intention to terminate and, unless within three (3) calendar days after that notice the condition or violation shall cease or satisfactory arrangements for the correction thereof be made, this Agreement shall upon the expiration of the three (3) calendar days cease and terminate. In the event of this termination, the District may secure the required Services from another Contractor. If the expense, fees, and/or costs to the District exceeds the cost of providing the Services pursuant to this Agreement, the Contractor shall immediately pay the excess expense, fees, and/or costs to the District upon the receipt of the District's notice of these expenses, fees, and/or costs. The foregoing provisions are in addition to and not a limitation of any other rights or remedies available to District.

   6.3. Upon termination, Contractor shall provide the District with all documents produced maintained or collected by Contractor pursuant to this Agreement, whether or not such documents are final or draft documents.

7. **Indemnification.** To the furthest extent permitted by California law, Contractor shall defend, indemnify, and hold free and harmless the District, its agents, representatives, officers, consultants, employees, trustees, and volunteers ("the indemnified parties") from any and all claims, demands, causes of action, costs, expenses, liability, loss, damage or injury of any kind, in law or equity, including without limitation the payment of all consequential damages ("Claim"), arising out of, pertaining to or relating to, in whole or in part, the negligence, recklessness, errors or omissions, or willful misconduct of Contractor, its officials, officers, employees, subcontractors, consultants, or agents directly or indirectly arising out of, connected with, or resulting

from the performance of the Services or from any activity, work, or thing done, permitted, or suffered by the Contractor in conjunction with this Agreement, unless the claims are caused wholly by the sole negligence or willful misconduct of the indemnified parties. The District shall have the right to accept or reject any legal representation that Contractor proposes to defend the indemnified parties.

8. **Assignment.** The obligations of the Contractor pursuant to this Agreement shall not be assigned by the Contractor.

9. **Compliance with Laws.** Contractor shall observe and comply with all rules and regulations of the governing board of the District and all federal, state, and local laws, ordinances and regulations. Contractor shall give all notices required by any law, ordinance, rule and regulation bearing on conduct of the Services as indicated or specified. If Contractor observes that any of the Services required by this Agreement is at variance with any such laws, ordinance, rules or regulations, Contractor shall notify the District, in writing, and, at the sole option of the District, any necessary changes to the scope of the Services shall be made and this Agreement shall be appropriately amended in writing, or this Agreement shall be terminated effective upon Contractor's receipt of a written termination notice from the District. If Contractor performs any work that is in violation of any laws, ordinances, rules or regulations, without first notifying the District of the violation, Contractor shall bear all costs arising therefrom.

10. **Permits/Licenses.** Contractor and all Contractor's employees or agents shall secure and maintain in force such permits and licenses as are required by law in connection with the furnishing of services pursuant to this agreement.

11. **Safety and Security.** Contractor is responsible for maintaining safety in the performance of this Agreement. Contractor shall be responsible to ascertain from the District the rules and regulations pertaining to safety, security, and driving on school grounds, particularly when children are present.

12. **Employment with Public Agency.** Contractor, if an employee of another public agency, agrees that Contractor will not receive salary or remuneration, other than vacation pay, as an employee of another public agency for the actual time in which services are actually being performed pursuant to this Agreement.

13. **Anti-Discrimination.** It is the policy of the District that in connection with all work performed under Agreements there be no discrimination against any employee engaged in the work because of race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex, gender, gender identity, gender expression, age, sexual orientation, or military and veteran status and therefore the Contractor agrees to comply with applicable Federal and California laws including, but not limited to the California Fair Employment and Housing Act beginning with Government Code Section 12900 and Labor Code Section 1735. In addition, the Contractor agrees to require like compliance by all its subcontractor(s).

14. **District's Evaluation of Contractor and Contractor's Employees and/or Subcontractors.** The District may evaluate the Contractor in any manner which is permissible under the law. The District's evaluation may include, without limitation: requesting that District employee(s) evaluate the Contractor and the Contractor's employees and subcontractors and each of their performance and announced and unannounced observance of Contractor, Contractor's employee(s), and/or subcontractor(s).

15. **Limitation of District Liability.** Other than as provided in this Agreement, District's financial obligations under this Agreement shall be limited to the payment of the compensation provided in this Agreement. Notwithstanding any other provision of this Agreement, in no event, shall District be liable, regardless of whether any claim is based on contract or tort, for any special, consequential, indirect or incidental damages, including, but not limited to, lost profits or revenue, arising out of or in connection with this Agreement for the services performed in connection with this Agreement.

16. **Disputes:** In the event of a dispute between the parties as to performance of Work, Agreement interpretation, or payment, the Parties shall attempt to resolve the dispute by negotiation and/or mediation, if agreed to by the Parties. Pending resolution of the dispute, Contractor shall neither rescind the Agreement nor stop Work.

17. **Confidentiality.** The Contractor and all Contractor's agents, personnel, employee(s), and/or subcontractor(s) shall maintain the confidentiality of all information received in the course of performing the Services. This requirement to maintain confidentiality shall extend beyond the termination of this Agreement.

18. **Integration/Entire Agreement of Parties.** This Agreement constitutes the entire agreement between the Parties and supersedes all prior discussions, negotiations, and agreements, whether oral or written. This Agreement may be amended or modified only by a written instrument executed by both Parties.

19. **California Law.** This Agreement shall be governed by and the rights, duties and obligations of the Parties shall be determined and enforced in accordance with the laws of the State of California. The Parties further agree that any action or proceeding brought to enforce the terms and conditions of this Agreement shall be maintained in the California county in which the District's administration offices are located.

20. **Waiver.** The waiver by either party of any breach of any term, covenant, or condition herein contained shall not be deemed to be a waiver of such term, covenant, condition, or any subsequent breach of the same or any other term, covenant, or condition herein contained.

21. **Severability.** If any term, condition or provision of this Agreement is held by a court of competent jurisdiction to be invalid, void or unenforceable, the remaining provisions will nevertheless continue in full force and effect, and shall not be affected, impaired or invalidated in any way.

22. **Incorporation of Recitals and Exhibits.** The Recitals and each exhibit attached hereto are hereby incorporated herein by reference.

23. **Drug-Free/Smoke Free Policy.** No drugs, alcohol, and/or smoking are allowed at any time in any buildings and/or grounds on District property. No students, staff, visitors, Contractors, or subcontractors are to smoke or use drugs or alcohol on these sites.

24. **Conflict of Interest.** Contractor shall abide by and be subject to all applicable District policies, regulations, statutes or other laws regarding conflict of interest. Contractor shall not hire any officer or employee of District to perform any service by this Agreement. Contractor affirms to the best of his/her/its

knowledge, there exists no actual or potential conflict of interest between Contractor's family, business or financial interest and the services provided under this Agreement, and in the event of change in either private interest or services under this Agreement, any question regarding possible conflict of interest which may arise as a result of such change will be brought to District's attention in writing. Through its execution of this Agreement, Contractor acknowledges that it is familiar with the provisions of Section 1090 *et seq.* and Section 87100 *et seq*, of the Government Code of the State of California, and certifies that it does not know of any facts which constitute a violation of said provisions. In the event Contractor receives any information subsequent to execution of this Agreement, which might constitute a violation of said provisions, Contractor agrees it shall notify District of this information.

25. **Agreement Contingent on Governing Board Approval.** The District shall not be bound by the terms of this Agreement until it has been formally approved or ratified by the District's Governing Board, and no payment shall be owed or made to Contractor absent formal approval.

Request for Taxpayer
Identification Number and Certification

Give Form to the
requester. Do not
send to the IRS.

1 Name (as shown on your income tax return). Name is required on this line; do not leave this line blank.

TODD GALLICANO

2 Business name/disregarded entity name, if different from above

Always Write, LLC

3 Check appropriate box for federal tax classification; check only one of the following seven boxes:

☐ Individual/sole proprietor or single-member LLC   ☐ C Corporation   ☐ S Corporation   ☐ Partnership   ☐ Trust/estate

☒ Limited liability company. Enter the tax classification (C=C corporation, S=S corporation, P=partnership) ▶ **S**

Note. For a single-member LLC that is disregarded, do not check LLC; check the appropriate box in the line above for the tax classification of the single-member owner.

☐ Other (see instructions) ▶

4 Exemptions (codes apply only to certain entities, not individuals; see instructions on page 3):

Exempt payee code (if any) _____

Exemption from FATCA reporting code (if any) _____

(Applies to accounts maintained outside the U.S.)

5 Address (number, street, and apt. or suite no.)

12318 Braeloch Ct.

6 City, state, and ZIP code

Huntersville, NC 28078

Requester's name and address (optional)

7 List account number(s) here (optional)

Part I — Taxpayer Identification Number (TIN)

Enter your TIN in the appropriate box. The TIN provided must match the name given on line 1 to avoid backup withholding. For individuals, this is generally your social security number (SSN). However, for a resident alien, sole proprietor, or disregarded entity, see the Part I instructions on page 3. For other entities, it is your employer identification number (EIN). If you do not have a number, see *How to get a TIN* on page 3.

Note. If the account is in more than one name, see the instructions for line 1 and the chart on page 4 for guidelines on whose number to enter.

Social security number

[ ][ ][ ] - [ ][ ] - [ ][ ][ ][ ]

or

Employer identification number

8 2 - 2 6 6 4 8 7 0

Part II — Certification

Under penalties of perjury, I certify that:

1. The number shown on this form is my correct taxpayer identification number (or I am waiting for a number to be issued to me); and

2. I am not subject to backup withholding because: (a) I am exempt from backup withholding, or (b) I have not been notified by the Internal Revenue Service (IRS) that I am subject to backup withholding as a result of a failure to report all interest or dividends, or (c) the IRS has notified me that I am no longer subject to backup withholding; and

3. I am a U.S. citizen or other U.S. person (defined below); and

4. The FATCA code(s) entered on this form (if any) indicating that I am exempt from FATCA reporting is correct.

Certification instructions. You must cross out item 2 above if you have been notified by the IRS that you are currently subject to backup withholding because you have failed to report all interest and dividends on your tax return. For real estate transactions, item 2 does not apply. For mortgage interest paid, acquisition or abandonment of secured property, cancellation of debt, contributions to an individual retirement arrangement (IRA), and generally, payments other than interest and dividends, you are not required to sign the certification, but you must provide your correct TIN. See the instructions on page 3.

Sign Here | Signature of U.S. person ▶ _____ | Date ▶

General Instructions

Section references are to the Internal Revenue Code unless otherwise noted.

Future developments. Information about developments affecting Form W-9 (such as legislation enacted after we release it) is at *www.irs.gov/fw9*.

Purpose of Form

An individual or entity (Form W-9 requester) who is required to file an information return with the IRS must obtain your correct taxpayer identification number (TIN) which may be your social security number (SSN), individual taxpayer identification number (ITIN), adoption taxpayer identification number (ATIN), or employer identification number (EIN), to report on an information return the amount paid to you, or other amount reportable on an information return. Examples of information returns include, but are not limited to, the following:

- Form 1099-INT (interest earned or paid)
- Form 1099-DIV (dividends, including those from stocks or mutual funds)
- Form 1099-MISC (various types of income, prizes, awards, or gross proceeds)
- Form 1099-B (stock or mutual fund sales and certain other transactions by brokers)
- Form 1099-S (proceeds from real estate transactions)
- Form 1099-K (merchant card and third party network transactions)

- Form 1098 (home mortgage interest), 1098-E (student loan interest), 1098-T (tuition)
- Form 1099-C (canceled debt)
- Form 1099-A (acquisition or abandonment of secured property)

Use Form W-9 only if you are a U.S. person (including a resident alien), to provide your correct TIN.

If you do not return Form W-9 to the requester with a TIN, you might be subject to backup withholding. See What is backup withholding? on page 2.

By signing the filled-out form, you:

1. Certify that the TIN you are giving is correct (or you are waiting for a number to be issued),

2. Certify that you are not subject to backup withholding, or

3. Claim exemption from backup withholding if you are a U.S. exempt payee. If applicable, you are also certifying that as a U.S. person, your allocable share of any partnership income from a U.S. trade or business is not subject to the withholding tax on foreign partners' share of effectively connected income, and

4. Certify that FATCA code(s) entered on this form (if any) indicating that you are exempt from the FATCA reporting, is correct. See *What is FATCA reporting?* on page 2 for further information.

ACCEPTED AND AGREED on the date indicated below. By signing this Agreement, each Party certifies, under penalty of perjury, that all the information provided in the Agreement is true, complete, and correct and that the person executing this Agreement has full power and authority to enter into the Agreement:

Information regarding Contractor:

Indicate type of entity or if individual:

_____ Individual
_____ Sole Proprietorship
_____ Partnership
///X/// Limited Partnership
_____ Corporation
__X__ Limited Liability Company
_____ Other: _____

Employer Identification and/or Social Security Number: **82-2664870**
NOTE: United States Code, title 26, sections 6041 and 6109 require non-corporate recipients of $600 or more to furnish their taxpayer identification number to the payer. The United States Code also provides that a penalty may be imposed for failure to furnish the taxpayer identification number. In order to comply with these rules, the District requires your federal tax identification number or Social Security number, whichever is applicable.

Dept/Site Budget Program Coding
Program Code(s): **010-1100-0-5830-00-1110-1000-000000-002-100**

Project Approvals Required Prior to Contract Start Date

<u>Requesting Administrator/Authorized Signer:</u>	<u>Contractor:</u>
Mountain View Whisman School District	Contractor Name: **Todd Gallicano**
Dated: **December 12 , 2020**	Dated: **December 10 , 2020**
Signature: **Cyndee Nguyen**	Signature: *Todd Gallicano*
Print Name: **Cyndee Nguyen**	Print Name: **Todd Gallicano**
Print Title: **Principal – Bubb Elementary School**	Print Title: **Author**

APPROVAL	
Authorized Signer (if not above)	Superintendent/Designee
Dated: _____, 20_____	Dated: _____, 20_____
Signature: _____	Signature: _____
Print Name: _____	Print Name: _____
Print Title: _____	Print Title: _____

Mountain View Whisman School District
Independent Contractor for Professional Services Agreement
(Non-construction Related)

THIS AGREEMENT is made and entered into on January 7, 2021 ("Agreement"), by and between and **Mountain View Whisman School District** ("District") and the Association of Two-Way & Dual Language Education (ATDLE) ("Contractor"). Contractor and District may be referred to herein individually as a "Party" or collectively as the "Parties."

1. **Services.** The District is authorized by Gov. Code § 53060 to contract with any persons for the furnishing of special services and advice in financial, economic, accounting, engineering, legal or administrative matters, if those persons are specially trained and experienced and competent to perform the special services required. The Contractor shall furnish to the District the following services ("Services" or "Work"). The Contractor warrants that it is specially trained, licensed and experienced and competent to perform the Services. ☐ **As indicated in Exhibit "A" or** ☑ **as follows:**

   Session 1: TBD January – February 2021

   Session 2: TBD March 2021

   Session 3: TBD May 2021 End of Year Planning and DLI Program Debriefing Sessions for all grade levels and administration
   (Training will focus in the areas of well balanced lessons, assessments, grading and report cards, ELD vs SLD in DL programs, and language objectives in 50/50 programs.)

2. **Price & Payment.** The Contractor shall furnish the Services to the District for the following compensation:

   ☑ Contractor is providing services for a total flat fee of: $ $7,000 _____ ; **or**

   ☐ Contractor will provide a maximum number of hours of service at a rate of $ _____
   per hour for a total not to exceed $ _____ ; **or**

   ☐ Other: _____

   ("Agreement Price"). Payment for the Services shall be made in accordance with the Terms and Conditions. District must approve Contractor's form of invoice, which must be sufficiently detailed (e.g., name of school or department service was provided to, period of service, number of hours of service, brief description of services provided)

3. **Agreement Time.** The Services shall commence on January 13, 2021 and shall be completed by June 1, 2021 ("Agreement Time")

4. **Submittal of Documents.** The Contractor shall not commence the Services under this Agreement until the Contractor has submitted the following documents as indicated below (Check all that are required):
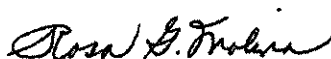
☑ Signed Agreement	☑ Insurance Certificates & Endorsements	☑ W-9 Form

5. **Notice.** Any notice under this Agreement shall be deemed to have been given, served, and received if given in writing and either personally delivered (effective upon receipt) or sent by overnight delivery service addressed as follows (effective the business day next following delivery thereof to the overnight delivery service).

Mountain View Whisman School District	Contractor:
1400 Montecito Ave,	**Association of Two-Way & Dual Language Education – ATDLE**
Mountain View, CA 94043	**3121 Park Avenue, Suite C,**
Attn: Chief Business Officer	**Soquel, CA 95f073** _____

   Attn: Rosa G. Molina Executive Director

   [signature]

   Signature: _____

---

6. **Fingerprinting / Criminal Background / Megan's Law (Sex Offenders).** I have verified and will continue to verify that the employees of Contractor that will be on any school site and the employees of any subconsultants and/or subcontractors that will be on any school site are **not** listed on California's "Megan's Law" Website (http://www.meganslaw.ca.gov/). In addition, one of these two boxes below **must** be checked:

☐ The fingerprinting and criminal background investigation requirements of Education Code section 45125.1 apply to Contractor's services under this Agreement and Contractor certifies its compliance with these provisions as follows: *"Contractor certifies that the Contractor has complied with the fingerprinting and criminal background investigation requirements of Education Code section 45125.1 with respect to all Contractor's employees, subcontractors, agents, and subcontractors' employees or agents ("Employees") regardless of whether those Employees are paid or unpaid, concurrently employed by the District, or acting as independent contractors of the Contractor, who may have contact with District pupils in the course of providing services pursuant to the Agreement, and the California Department of Justice has determined that none of those Employees has been convicted of a felony, as that term is defined in Education Code section 45122.1. A complete and accurate list of all Employees who may come in contact with District pupils during the course and scope of the Agreement is attached hereto."*

☒ [TO BE COMPLETED BY AUTHORIZED DISTRICT EMPLOYEE ONLY.] Contractor's employees will have only limited contact, if any, with District pupils and the District will take appropriate steps to protect the safety of any pupils that may come in contact with Contractor's employees so that the fingerprinting and criminal background investigation requirements of Education Code section 45125.1 shall not apply to Contractor for the services under this Agreement. As an authorized District official, I am familiar with the facts herein certified, and am authorized to execute this certificate on behalf of the District. (Ed. Code, § 45125.1 (c).)

Claudia Olaciregui

District Representative's Name & Initials: _____ *INITIAL HERE:* CMOB

7. **Tuberculosis (TB) Screening.** Check one of the following boxes:

☐ Providing the District of a copy of TB clearance or statement of TB clearance.

X☐ **Waiver of TB Screening.** Contractor is not required to provide evidence of TB Clearance because Contractor will not work directly with students on more than an occasional basis.

INITIAL HERE: RM___ (Contractor initials). *INITIAL HERE:* CMOB (District Representative initials)

8. **Insurance:** Contractor shall have and maintain insurance in force during the term of this Agreement with minimum limits identified below. Contractor shall provide to the District certificate(s) of insurance and endorsements satisfactory to the District. The policy(ies) shall not be amended or modified and the coverage amounts shall not be reduced without thirty (30) days written notice to the District prior to modification. Except for worker's compensation insurance, the District shall be named as an additional insured on all policies. Contractor's policy(ies) shall be primary; any insurance carried by the District shall only be secondary and supplemental. Contractor shall not allow any subcontractor, employee, or agent to commence Work on this Agreement or any subcontract until the insurance required of Contractor, subcontractor, or agent has been obtained.

Commercial General Liability	$1,000,000 per occurrence; $2,000,000 aggregate
Automobile Liability, Any Auto, combined single limit	$1,000,000 per occurrence; $2,000,000 aggregate
Workers Compensation	Statutory limits pursuant to State law
Employers' Liability	$1,000,000
Professional Liability (E&O), If Contractor is providing professional services or advice (on a claims-made form)	$1,000,000

9. **Terms & Conditions.** The Contractor has read and agrees to comply with the Terms & Conditions attached hereto.

*INITIAL HERE: rgm*_____ (Contractor initials).

1. **Expenses.** District shall not be liable to Contractor for any costs or expenses paid or incurred by Contractor in performing the Work.

2. **Materials.** Contractor shall furnish, at his/her own expense, all labor, materials, equipment, supplies and other items necessary to complete the services to be provided pursuant to this Agreement.

3. **Independent Contractor.** Contractor, in the performance of this Agreement, shall be and act as an independent contractor. Contractor understands and agrees that he/she and all of his/her employees shall not be considered officers, employees, agents, partner, or joint venture of the District, and are not entitled to benefits of any kind or nature normally provided employees of the District and/or to which District's employees are normally entitled, including, but not limited to, State Unemployment Compensation or Worker's Compensation. Contractor shall assume full responsibility for payment of all federal, state and local taxes or contributions, including unemployment insurance, social security and income taxes with respect to Contractor's employees.

4. **Standard of Care.**

   4.1. Contractor represents that Contractor has the qualifications and ability to perform the Services in a professional manner, without the advice, control or supervision of District. Contractor's Services will be performed, findings obtained, reports and recommendations prepared in accordance with generally and currently accepted principles and practices of its profession for services to California school districts. Contractor's Services will be performed with due care and in accordance with applicable law, code, rule, regulation, and/or ordinance.

   4.2. Contractor hereby represents that it possesses the necessary professional capabilities, qualifications, licenses, skilled personnel, experience, expertise, and financial resources, and it has available and will provide the necessary equipment, materials, tools, and facilities to perform the Services in an efficient, professional, and timely manner in accordance with the terms and conditions of the Agreement.

   4.3. Contractor shall be responsible for the professional quality, technical accuracy, completeness, and coordination of the Services, and Contractor understands that the District relies upon such professional quality, accuracy, completeness, and coordination by Contractor in performing the Services.

   4.4. Contractor shall ensure that any individual performing work under the Agreement requiring a California license shall possess the appropriate license required by the State of California. All personnel shall have sufficient skill and experience to perform the work assigned to them.

5. **Originality of Services.** Contractor agrees that all technologies, formulae, procedures, processes, methods, writings, ideas, dialogue, compositions, recordings, teleplays and video productions prepared for, written for, or submitted to the District and/or used in connection with this Agreement, shall be wholly original to Contractor and shall not be copied in whole or in part from any other source, except that submitted to Contractor by District as a basis for such services.

6. **Copyright/Trademark/Patent.** Contractor understands and agrees that all matters produced under this Agreement shall become the property of District and cannot be used without District's express written permission. District shall have all right, title and interest in said matters, including the right to secure and maintain the copyright, trademark and/or patent of said matter in the name of the District. Contractor consents to use of Contractor's name in conjunction with the sale, use, performance and distribution of the matters, for any purpose and in any medium.

7. **Termination.**

   7.1. **Without Cause by District.** District may, at any time, with or without reason, terminate this Agreement and compensate Contractor only for services satisfactorily rendered to the date of termination. Written notice by District shall be sufficient to stop further performance of services by Contractor. Notice shall be deemed given when received by the Contractor or no later than three days after the day of mailing, whichever is sooner.

   7.2. **Without Cause by Contractor.** Contractor may, upon sixty (60) days' notice, with or without reason, terminate this Agreement. Upon this termination, District shall only be obligated to compensate Contractor for services satisfactorily rendered to the date of termination. Written notice by Contractor shall be sufficient to stop further performance of services to District. Contractor acknowledges that this sixty (60) day notice period is acceptable so that the District can attempt to procure the Services from another source.

   7.3. **With Cause by District.** District may terminate this Agreement upon giving of written notice of intention to terminate for cause. Cause shall include:

      7.3.1. material violation of this Agreement by the Contractor; or

      7.3.2. any act by Contractor exposing the District to liability to others for personal injury or property damage; or

      7.3.3. Contractor is adjudged a bankrupt or makes a general assignment for the benefit of creditors or a receiver is appointed on account of Contractor's insolvency.

      Written notice by District shall contain the reasons for such intention to terminate and, unless within three (3) calendar days after that notice the condition or violation shall cease or satisfactory arrangements for the correction thereof be made, this Agreement shall upon the expiration of the three (3) calendar days cease and terminate. In the event of this termination, the District may secure the required Services from another Contractor. If the expense, fees, and/or costs to the District exceeds the cost of providing the Services pursuant to this

Agreement, the Contractor shall immediately pay the excess expense, fees, and/or costs to the District upon the receipt of the District's notice of these expense, fees, and/or costs. The foregoing provisions are in addition to and not a limitation of any other rights or remedies available to District.

7.4. Upon termination, Contractor shall provide the District with all documents produced maintained or collected by Contractor pursuant to this Agreement, whether or not such documents are final or draft documents.

8. **Indemnification.** To the furthest extent permitted by California law, Contractor shall defend, indemnify, and hold free and harmless the District, its agents, representatives, officers, consultants, employees, trustees, and volunteers ("the indemnified parties") from any and all claims, demands, causes of action, costs, expenses, liability, loss, damage or injury of any kind, in law or equity, including without limitation the payment of all consequential damages ("Claim"), arising out of, pertaining to or relating to, in whole or in part, the negligence, recklessness, errors or omissions, or willful misconduct of Contractor, its officials, officers, employees, subcontractors, consultants, or agents directly or indirectly arising out of, connected with, or resulting from the performance of the Services or from any activity, work, or thing done, permitted, or suffered by the Contractor in conjunction with this Agreement, unless the claims are caused wholly by the sole negligence or willful misconduct of the indemnified parties. The District shall have the right to accept or reject any legal representation that Contractor proposes to defend the indemnified parties.

9. **Assignment.** The obligations of the Contractor pursuant to this Agreement shall not be assigned by the Contractor.

10. **Compliance with Laws.** Contractor shall observe and comply with all rules and regulations of the governing board of the District and all federal, state, and local laws, ordinances and regulations. Contractor shall give all notices required by any law, ordinance, rule and regulation bearing on conduct of the Services as indicated or specified. If Contractor observes that any of the Services required by this Agreement is at variance with any such laws, ordinance, rules or regulations, Contractor shall notify the District, in writing, and, at the sole option of the District, any necessary changes to the scope of the Services shall be made and this Agreement shall be appropriately amended in writing, or this Agreement shall be terminated effective upon Contractor's receipt of a written termination notice from the District. If Contractor performs any work that is in violation of any laws, ordinances, rules or regulations, without first notifying the District of the violation, Contractor shall bear all costs arising therefrom.

11. **Permits/Licenses.** Contractor and all Contractor's employees or agents shall secure and maintain in force such permits and licenses as are required by law in connection with the furnishing of services pursuant to this agreement.

12. **Safety and Security.** Contractor is responsible for maintaining safety in the performance of this Agreement. Contractor shall be responsible to ascertain from the District the rules and regulations pertaining to safety, security, and driving on school grounds, particularly when children are present.

13. **Employment with Public Agency.** Contractor, if an employee of another public agency, agrees that Contractor will not receive salary or remuneration, other than vacation pay, as an employee of another public agency for the actual time in which services are actually being performed pursuant to this Agreement.

14. **Anti-Discrimination.** It is the policy of the District that in connection with all work performed under Agreements there be no discrimination against any employee engaged in the work because of race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex, gender, gender identity, gender expression, age, sexual orientation, or military and veteran status and therefore the Contractor agrees to comply with applicable Federal and California laws including, but not limited to the California Fair Employment and Housing Act beginning with Government Code Section 12900 and Labor Code Section 1735. In addition, the Contractor agrees to require like compliance by all its subcontractor(s).

15. **Workers' Compensation.** Contractor shall comply with the provisions of Labor Code § 3700, et seq., that require every employer to be insured against liability for workers' compensation or to undertake self-insurance in accordance with the provisions of that code. Contractor shall either being insured against liability to pay compensation by one or more insurers duly authorized to write compensation insurance in this State or by securing from the Director of Industrial Relations a certificate of consent to self-insure, which may be given upon furnishing proof satisfactory to the Director of Industrial Relations of ability to self-insure.

16. **Audit.** Contractor shall establish and maintain books, records, and systems of account, in accordance with generally accepted accounting principles, reflecting all business operations of Contractor transacted under this Agreement. Contractor shall retain these books, records, and systems of account during the Term of this Agreement and for three (3) years thereafter. Contractor shall permit the District, its agent, other representatives, or an independent auditor to audit, examine, and make excerpts, copies, and transcripts from all books and records, and to make audit(s) of all billing statements, invoices, records, and other data related to the Services covered by this Agreement. Audit(s) may be performed at any time, provided that the District shall give reasonable prior notice to Contractor and shall conduct audit(s) during Contractor's normal business hours, unless Contractor otherwise consents.

17. **District's Evaluation of Contractor and Contractor's Employees and/or Subcontractors.** The District may evaluate the Contractor in any manner which is permissible under the law. The District's evaluation may include, without limitation: requesting that District employee(s) evaluate the Contractor and the Contractor's employees and subcontractors and each of their performance and announced and unannounced observance of Contractor, Contractor's employee(s), and/or subcontractor(s).

18. **Limitation of District Liability.** Other than as provided in this Agreement, District's financial obligations under this Agreement shall be limited to the payment of the compensation provided in this Agreement. Notwithstanding any other provision of this Agreement, in no event, shall District be liable, regardless of whether any claim is based on contract or tort, for any special,

consequential, indirect or incidental damages, including, but not limited to, lost profits or revenue, arising out of or in connection with this Agreement for the services performed in connection with this Agreement.

19. **Disputes**: In the event of a dispute between the parties as to performance of Work, Agreement interpretation, or payment, the Parties shall attempt to resolve the dispute by negotiation and/or mediation, if agreed to by the Parties. Pending resolution of the dispute, Contractor shall neither rescind the Agreement nor stop Work.

20. **Confidentiality.** The Contractor and all Contractor's agents, personnel, employee(s), and/or subcontractor(s) shall maintain the confidentiality of all information received in the course of performing the Services. This requirement to maintain confidentiality shall extend beyond the termination of this Agreement.

21. **Integration/Entire Agreement of Parties.** This Agreement constitutes the entire agreement between the Parties and supersedes all prior discussions, negotiations, and agreements, whether oral or written. This Agreement may be amended or modified only by a written instrument executed by both Parties.

22. **California Law.** This Agreement shall be governed by and the rights, duties and obligations of the Parties shall be determined and enforced in accordance with the laws of the State of California. The Parties further agree that any action or proceeding brought to enforce the terms and conditions of this Agreement shall be maintained in the California county in which the District's administration offices are located.

23. **Waiver.** The waiver by either party of any breach of any term, covenant, or condition herein contained shall not be deemed to be a waiver of such term, covenant, condition, or any subsequent breach of the same or any other term, covenant, or condition herein contained.

24. **Severability.** If any term, condition or provision of this Agreement is held by a court of competent jurisdiction to be invalid, void or unenforceable, the remaining provisions will nevertheless continue in full force and effect, and shall not be affected, impaired or invalidated in any way.

25. **Incorporation of Recitals and Exhibits.** The Recitals and each exhibit attached hereto are hereby incorporated herein by reference.

26. **Drug-Free/Smoke Free Policy.** No drugs, alcohol, and/or smoking are allowed at any time in any buildings and/or grounds on District property. No students, staff, visitors, Contractors, or subcontractors are to smoke or use drugs or alcohol on these sites.

27. **Conflict of Interest.** Contractor shall abide by and be subject to all applicable District policies, regulations, statutes or other laws regarding conflict of interest. Contractor shall not hire any officer or employee of District to perform any service by this Agreement. Contractor affirms to the best of his/her/its knowledge, there exists no actual or potential conflict of interest between Contractor's family, business or financial interest and the services provided under this Agreement, and in the event of change in either private interest or services under this Agreement, any question regarding possible conflict of interest which may arise as a result of such change will be brought to District's attention in writing. Through its execution of this Agreement, Contractor acknowledges that it is familiar with the provisions of Section 1090 *et seq.* and Section 87100 *et seq*, of the Government Code of the State of California, and certifies that it does not know of any facts which constitute a violation of said provisions. In the event Contractor receives any information subsequent to execution of this Agreement, which might constitute a violation of said provisions, Contractor agrees it shall notify District of this information.

28. **Agreement Contingent on Governing Board Approval.** The District shall not be bound by the terms of this Agreement until it has been formally approved or ratified by the District's Governing Board, and no payment shall be owed or made to Contractor absent formal approval.

ACCEPTED AND AGREED on the date indicated below. By signing this Agreement, each Party certifies, under penalty of perjury, that all the information provided in the Agreement is true, complete, and correct and that the person executing this Agreement has full power and authority to enter into the Agreement:

Information regarding Contractor:

Indicate type of entity or if individual:

____ Individual
____ Sole Proprietorship
____ Partnership
____ Limited Partnership
____ Corporation
____ Limited Liability Company
____ Other: **501(c)3**

Employer Identification and/or Social Security Number: **45-4882887**
NOTE: United States Code, title 26, sections 6041 and 6109 require non-corporate recipients of $600 or more to furnish their taxpayer identification number to the payer. The United States Code also provides that a penalty may be imposed for failure to furnish the taxpayer identification number. In order to comply with these rules, the District requires your federal tax identification number or Social Security number, whichever is applicable.

Dept/Site Budget Program Coding
Program Code(s): _____ 010-0130-0-5830-00-1110-1000-000000-016-0130

Project Approvals Required Prior to Contract Start Date

Requesting Administrator/Authorized Signer:	**Contractor:**
Mountain View Whisman School District Dated: __January 13_____, 20_21 Signature: ___Claudia Olaciregui_____ Print Name: ___Claudia Olaciregui_____ Print Title: ___Principal_____	Contractor Name: Association of Two-Way & Dual Language Education - ATDLE_____ Dated: __January 7, 2021_____ Signature: _Rosa G. Molina_____ Print Name: ____Rosa G. Molina,_____ Print Title: _____Executive Director_____

APPROVAL	
Authorized Signer (if not above)	**Superintendent/Designee**
Dated: _____, 20____ Signature: _____ Print Name: _____ Print Title: _____	Dated: _____, 20____ Signature: _____ Print Name: _____ Print Title: _____

ACORD®

CERTIFICATE OF LIABILITY INSURANCE

OP ID: JD

DATE (MM/DD/YYYY)
01/07/2021

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must have ADDITIONAL INSURED provisions or be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER 805-466-3400 California Meridian Ins. 9700 El Camino Real Atascadero, CA 93422 Gabriel Saldana	CONTACT NAME: Jackie Deskin		
	PHONE (A/C, No, Ext): 805-466-3400		FAX (A/C, No): 805-466-6148
	E-MAIL ADDRESS: jackie@californiameridian.com		
	INSURER(S) AFFORDING COVERAGE		NAIC #
	INSURER A : Non Profits Insurance		10023
INSURED Association of Two Way & Dual Language Education 3121 Park Ave, Ste C Soquel, CA 95073	INSURER B : State Compensation Ins Fund		35076
	INSURER C :		
	INSURER D :		
	INSURER E :		
	INSURER F :		

COVERAGES   CERTIFICATE NUMBER: REVISION NUMBER:

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS	
A	X COMMERCIAL GENERAL LIABILITY			2020-36017	09/16/2020	09/16/2021	EACH OCCURRENCE	$ 1,000,000
	CLAIMS-MADE X OCCUR						DAMAGE TO RENTED PREMISES (Ea occurrence)	$ 500,000
							MED EXP (Any one person)	$ 20,000
							PERSONAL & ADV INJURY	$ 1,000,000
	GEN'L AGGREGATE LIMIT APPLIES PER:						GENERAL AGGREGATE	$ 2,000,000
	X POLICY PRO-JECT LOC						PRODUCTS - COMP/OP AGG	$ 2,000,000
	OTHER:							$
	AUTOMOBILE LIABILITY						COMBINED SINGLE LIMIT (Ea accident)	$
	ANY AUTO						BODILY INJURY (Per person)	$
	OWNED AUTOS ONLY SCHEDULED AUTOS						BODILY INJURY (Per accident)	$
	HIRED AUTOS ONLY NON-OWNED AUTOS ONLY						PROPERTY DAMAGE (Per accident)	$
								$
	UMBRELLA LIAB OCCUR						EACH OCCURRENCE	$
	EXCESS LIAB CLAIMS-MADE						AGGREGATE	$
	DED RETENTION $							$
B	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY Y/N ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below		N/A	9100387-20	09/17/2020	09/17/2021	X PER STATUTE OTH-ER	
							E.L. EACH ACCIDENT	$ 1,000,000
							E.L. DISEASE - EA EMPLOYEE	$ 1,000,000
							E.L. DISEASE - POLICY LIMIT	$ 1,000,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)
Proof of Insurance

CERTIFICATE HOLDER	CANCELLATION
Mountain View Whisman School District Attn: Principal Olaciiregui 1400 Montecito Ave Mountain View, CA 94043	SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS. AUTHORIZED REPRESENTATIVE *Andrew Lewis*

ACORD 25 (2016/03)

Request for Taxpayer
Identification Number and Certification

▶ Go to *www.irs.gov/FormW9* for instructions and the latest information.

Give Form to the requester. Do not send to the IRS.

1 Name (as shown on your income tax return). Name is required on this line; do not leave this line blank.

Association of Two-Way & Dual Language Education - ATDLE

2 Business name/disregarded entity name, if different from above

3 Check appropriate box for federal tax classification of the person whose name is entered on line 1. Check only **one** of the following seven boxes.

☐ Individual/sole proprietor or single-member LLC ☐ C Corporation ☐ S Corporation ☐ Partnership ☐ Trust/estate

☐ Limited liability company. Enter the tax classification (C=C corporation, S=S corporation, P=Partnership) ▶ _____

Note: Check the appropriate box in the line above for the tax classification of the single-member owner. Do not check LLC if the LLC is classified as a single-member LLC that is disregarded from the owner unless the owner of the LLC is another LLC that is not disregarded from the owner for U.S. federal tax purposes. Otherwise, a single-member LLC that is disregarded from the owner should check the appropriate box for the tax classification of its owner.

☑ Other (see instructions) ▶ **501(c)3**

4 Exemptions (codes apply only to certain entities, not individuals; see instructions on page 3):

Exempt payee code (if any) _____

Exemption from FATCA reporting code (if any) _____

(Applies to accounts maintained outside the U.S.)

5 Address (number, street, and apt. or suite no.) See instructions.

3121 Park Avenue, Suite C

6 City, state, and ZIP code

Soquel, CA 95073

7 List account number(s) here (optional)

Requester's name and address (optional)

Print or type.
See **Specific Instructions** on page 3.

Part I | **Taxpayer Identification Number (TIN)**

Enter your TIN in the appropriate box. The TIN provided must match the name given on line 1 to avoid backup withholding. For individuals, this is generally your social security number (SSN). However, for a resident alien, sole proprietor, or disregarded entity, see the instructions for Part I, later. For other entities, it is your employer identification number (EIN). If you do not have a number, see *How to get a TIN*, later.

Note: If the account is in more than one name, see the instructions for line 1. Also see *What Name and Number To Give the Requester* for guidelines on whose number to enter.

Social security number

☐☐☐ - ☐☐ - ☐☐☐☐

or

Employer identification number

4 5 - 4 8 8 2 8 8 7

Part II | **Certification**

Under penalties of perjury, I certify that:

1. The number shown on this form is my correct taxpayer identification number (or I am waiting for a number to be issued to me); and

2. I am not subject to backup withholding because: (a) I am exempt from backup withholding, or (b) I have not been notified by the Internal Revenue Service (IRS) that I am subject to backup withholding as a result of a failure to report all interest or dividends, or (c) the IRS has notified me that I am no longer subject to backup withholding; and

3. I am a U.S. citizen or other U.S. person (defined below); and

4. The FATCA code(s) entered on this form (if any) indicating that I am exempt from FATCA reporting is correct.

Certification instructions. You must cross out item 2 above if you have been notified by the IRS that you are currently subject to backup withholding because you have failed to report all interest and dividends on your tax return. For real estate transactions, item 2 does not apply. For mortgage interest paid, acquisition or abandonment of secured property, cancellation of debt, contributions to an individual retirement arrangement (IRA), and generally, payments other than interest and dividends, you are not required to sign the certification, but you must provide your correct TIN. See the instructions for Part II, later.

Sign Here | Signature of U.S. person ▶ *Rosa G. Molina*   Date ▶ *August 6, 2020*

General Instructions

Section references are to the Internal Revenue Code unless otherwise noted.

Future developments. For the latest information about developments related to Form W-9 and its instructions, such as legislation enacted after they were published, go to *www.irs.gov/FormW9*.

Purpose of Form

An individual or entity (Form W-9 requester) who is required to file an information return with the IRS must obtain your correct taxpayer identification number (TIN) which may be your social security number (SSN), individual taxpayer identification number (ITIN), adoption taxpayer identification number (ATIN), or employer identification number (EIN), to report on an information return the amount paid to you, or other amount reportable on an information return. Examples of information returns include, but are not limited to, the following.

• Form 1099-INT (interest earned or paid)

• Form 1099-DIV (dividends, including those from stocks or mutual funds)

• Form 1099-MISC (various types of income, prizes, awards, or gross proceeds)

• Form 1099-B (stock or mutual fund sales and certain other transactions by brokers)

• Form 1099-S (proceeds from real estate transactions)

• Form 1099-K (merchant card and third party network transactions)

• Form 1098 (home mortgage interest), 1098-E (student loan interest), 1098-T (tuition)

• Form 1099-C (canceled debt)

• Form 1099-A (acquisition or abandonment of secured property)

Use Form W-9 only if you are a U.S. person (including a resident alien), to provide your correct TIN.

If you do not return Form W-9 to the requester with a TIN, you might be subject to backup withholding. See What is backup withholding, later.

Mountain View Whisman School District

Agenda Item for Board Meeting of 1/21/2021

Agenda Category: CONSENT AGENDA

Agenda Item Title: Quarterly Report on Williams Uniform Complaints

Estimated Time:

Person Responsible: Cathy Baur, Chief Academic Officer

Background:
In accordance with Education Code 335186(c), the District must report summarized data on the nature and resolution of all Williams Uniform Complaints to the Board of Trustees of the school district and the county superintendent on a quarterly basis.

Fiscal Implication:
None.

Recommended Action:
That the Board of Trustees accept the Quarterly Report, as presented.

ATTACHMENTS:

Description	Type	Upload Date
Quarterly Williams Report #2	Backup Material	1/4/2021

Academic School Year 2020-21
Quarterly Report on Williams Uniform Complaints
[Education Code § 35186]

District:

Person completing this form: *(signature)*   Title:

Quarterly Report Submission Date: Jul 1 – Sep 30, 2020 (due Oct 27, 2020)

(Please check one)   Oct 1 – Dec 31, 2020 (due Jan 27, 2021)

Jan 1 – Mar 31, 2021 (due Apr 27, 2021)

Apr 1 – Jun 30, 2021 (due Jul 27, 2021)

Date for information to be reported publicly at governing board meeting:

Please check the box that applies:

No complaints were filed with any school in the district during the quarter indicated above.

Complaints were filed with schools in the district during the quarter indicated above. The following chart summarizes the nature and resolution of these complaints.

GENERAL SUBJECT AREA	TOTAL # OF COMPLAINTS	# RESOLVED	# UNRESOLVED
Textbooks and Instructional Materials			
Teacher Vacancy or Misassignments			
Facilities Conditions			
TOTALS			

_____
Print Name of District Superintendent

_____
Signature of District Superintendent

_____
Date

Please scan the original signed copy and email to:
Santa Clara County Office of Education – Equity and Educational Progress Division
Mayra Ayala, mayala@sccoe.org

Mountain View Whisman School District

Agenda Item for Board Meeting of 1/21/2021

Agenda Category: CONSENT AGENDA

Agenda Item Title: Fremont Bank Foundation Donation

Estimated Time:

Person Responsible:
Rebecca Westover, Ed.D., Chief Business Officer
Dr. Ayindé Rudolph, Superintendent

Background:
Fremont Bank Foundation has donated $15,000 to the Mountain View Whisman School District for distance learning needs or preparing schools for teachers and students' return. These funds cannot be used for salaries or wages.

Fiscal Implication:

Recommended Action:
It is recommended that the Board of Trustees accept the $15,000 donation from the Fremont Bank Foundation, as presented.

ATTACHMENTS:

Description	Type	Upload Date
Fremont Bank - Grant Agreement	Backup Material	1/12/2021

October 28, 2020

Nguyet Dang
Mountain View Whisman School District
1400 Montecito Ave
Mountain View, California 94043

Dear Nguyet:

Enclosed please find check #4815 in the amount of $15,000 made payable to Mountain
View Whisman School District. It is our understanding the grant will be used for
distance learning needs or for preparing schools for the return of teachers and students.
Funds cannot be used for salaries or wages.

The intention of Fremont Bank Foundation is to support the Mountain View Whisman
School District staff and volunteers in attaining the goals and/or mission of the
organization.

*Please fill in the enclosed agreement and return the signed original to us in the
enclosed envelope. This will also acknowledge your receipt of the check.*

We appreciate your commitment to serving the community. We wish you many years
of continued success.

Sincerely,

Brian Hughes
Executive Director

Enclosure

Agenda Item for Board Meeting of 1/21/2021

Agenda Category: CONSENT AGENDA

Agenda Item Title: School Accountability Report Cards (SARC)

Estimated Time:

Person Responsible: Cathy Baur, Chief Academic Officer

Background:
In accordance with Education Code sections 33126 and 33126.1, the Board must approve the publication of the School Accountability Report Cards.

Fiscal Implication:
None.

Recommended Action:
That the Board of Trustees approve the School Accountability Report Cards, as presented.

ATTACHMENTS:

Description	Type	Upload Date
Bubb SARC	Backup Material	1/13/2021
Castro SARC	Backup Material	1/13/2021
Crittenden SARC	Backup Material	1/13/2021
Landels SARC	Backup Material	1/13/2021
Graham SARC	Backup Material	1/13/2021
Huff SARC	Backup Material	1/13/2021
Mistral SARC	Backup Material	1/13/2021
Monta Loma SARC	Backup Material	1/13/2021
Stevenson SARC	Backup Material	1/13/2021
Theuerkauf SARC	Backup Material	1/13/2021
Vargas SARC	Backup Material	1/13/2021

Mountain View Whisman School District

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

Benjamin Bubb Elementary School

525 Hans Avenue - Mountain View, CA 94040 - (650) 526-3480
Serving Grades Kindergarten through Five - CDS: 43-69591-6047955
Cyndee Nguyen, Principal
cnguyen@mvwsd.org
http://bubb.mvwsd.org/

2019-20 School Accountability Report Card
Published in the 2020-21 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 + 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 Interim 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, Jr., Laura Ramirez Berman, and Ellen Wheeler 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).

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. Senate Bill 98 suspended the reporting of state and local indicators on the 2020 California School Dashboard and only limited data and information will be posted for the 2020-21 school year. The Dashboard can be accessed at https://www.caschooldashboard.org.

Community & School Profile (School Year 2020-21)

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

A 2018 California Distinguished School, Bubb 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 make every effort to create a safe, challenging, and engaging environment while communicating high expectations clearly and frequently. The Bubb 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).

The COVID-19 pandemic has created the necessity of schools to provide students with a quality education while maintaining the health and safety of all students and school staff. Currently, schools are providing distance learning instruction to all students. Students work with teachers from their school online. Teachers provide daily live interaction with students, using a variety of tools to help students learn and complete their assignments. Students are responsible for participating in group classes as well as completing work on their own. They are expected to complete and turn in all assignments for grading.

School Enrollment

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

Enrollment Trend by Grade Level			
	2017-18	2018-19	2019-20
K	109	97	55
1st	98	107	85
2nd	95	103	83
3rd	96	94	87
4th	80	93	72
5th	93	81	90
Total	571	575	472

Enrollment by Student Group 2019-20	
	Percentage
Black or African American	0.8
Asian	23.3
Filipino	1.1
Hispanic or Latino	19.3
White	37.1
Two or More Races	18.0
EL Students	19.9
Socioeconomically Disadvantaged	19.5
Students with Disabilities	12.5
Homeless	1.3

Conditions of Learning
State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Assignment

The district recruits and employs qualified credentialed teachers. This chart shows information about teacher credentials.

Teacher Credential Status				
	School			District
	18-19	19-20	20-21	20-21
Fully Credentialed	30	26	25	270
Without Full Credentials	0	1	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Misassignments refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire semester or year.

Misassignments/Vacancies			
	18-19	19-20	20-21
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	**0**	**0**	**0**
Vacant Teacher Positions	0	0	0

School Facilities (School Year 2020-21)

Bubb Elementary sits on 9.66 acres and has 26 permanent rooms on site. It 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.

Additionally, the school has a COVID-19 checklist and the principal updates the health and cleaning protocol every week. This document is uploaded on the school website.

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). 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 2020). 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: 09/09/2020				
Overall Summary of School Facility Conditions: Exemplary				
Data Collected: October, 2020				
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			STORAGE CLOSET 9 F: LOOSE CEILING TILES.
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			CUSTODIAN CLOSET 9 E: STUCCO IS FALLING OFF THE BREEZEWAY.
External (Grounds, Windows, Doors, Gates, Fences)	X			PARKING LOTS: NEEDS TO RE SEALED AND STRIPPED. CR 12, CR 17, CR 19, CR 3 KINDER: CRACKED UPPER WINDOWS.

Instructional Materials (School Year 2020-21)

The school district held a public hearing on September 17, 2020, 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 2020 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, 2020				
Grade Levels	Subject	Publisher	Series	Adoption Year	From Most Recent Adoption	% Lacking
TK-5	English/Language Arts	Benchmark Education Company	Benchmark Advance	2016	Yes	0.0%
TK-5	History/Social Studies	Teacher's Curriculum Institute	Social Studies Alive! California Series	2020	Yes	0.0%
TK-5	Mathematics	Eureka Math	Eureka Math	2015	Yes	0.0%
TK-5	Science	Teacher's Curriculum Institute	Bring Science Alive! Exploring Science	2020	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) includes 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). Additionally, the new California Science Test (CAST) based on the Next Generation Science Standards for California Public Schools (CA NGSS) was first administered operationally in the 2018–2019 school year.

The Smarter Balanced Assessment System utilizes computer-adaptive tests and performance tasks that allow students to show what they know and are able to do. Smarter Balanced summative assessment results include student scores, achievement levels, and descriptors that describe performance. These assessment results are only one of several tools used to measure a student's academic performance in ELA/Literacy and mathematics. Smarter Balanced assessment results are most appropriately interpreted alongside other available information about a student's academic achievement, including such measures as District assessments, classroom assignments and grades, classrooms tests, report cards, and teacher feedback.

Due to the COVID-19 pandemic, Executive Order N-30-20 was issued in the spring of 2020. This order waived the requirement for statewide academic testing of Mathematics, English Language Arts, and Science for the 2019–2020 school year. The most current data available to report is from the 2018-19 school year and is reflected in the tables.

The first 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).

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)	76	76	80	66	68	71	48	50	50
Mathematics (Grades 3-8 and 11)	75	75	78	62	64	64	36	38	39
Science (Grades 5, 8, and 10)	--	--	65	--	--	54	--	--	30

The second table displays information on overall student achievement of the school by subject for student groups with all grade levels combined.

		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	260	258	99.23	0.77	79.84	259	99.62	0.38	77.99
Male	127	127	100.00	0.00	82.68	127	100.00	0.00	81.10
Female	133	131	98.50	1.50	77.10	132	99.25	0.75	75.00
Asian	51	50	98.04	0.96	94.00	51	100.00	0.00	94.12
Hispanic or Latino	66	65	98.48	1.52	53.85	65	98.48	1.52	49.23
White	92	92	100.00	0.00	86.96	92	100.00	0.00	85.87
Two or More Races	46	46	100.00	0.00	86.96	46	100.00	0.00	86.96
Socioeconomically Disadvantaged	55	55	100.00	0.00	40.00	55	100.00	0.00	38.18
English Learners	83	82	98.80	1.20	58.54	83	100.00	0.00	60.24
Students with Disabilities	33	33	100.00	0.00	30.30	33	100.00	0.00	21.21

California Assessment of Student Performance and Progress

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 Achievement

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 2019-20)

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 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).

The table displays the percent of students at the school meeting fitness standards by grade level, for the most recent testing period. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued. This order waived the requirement to administer the physical fitness performance test results for the 2019–2020 school year. The most current data available to report is from the 2018-19 school year and is reflected in the table. Detailed information regarding this test may be found at the CDE website at http://www.cde.ca.gov/ta/tg/pf/.

Percentage of Students in Healthy Fitness Zone			
2018-19			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	19.5%	19.5%	29.3%

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 2020-21)

In typical school years, Bubb Elementary School benefits greatly from the involvement of parents and local community partnerships. There are several avenues in which parents may become involved: Parent Teacher Association (PTA), English Learner Advisory Committee (ELAC), School Site Council, and volunteering in classrooms and school events. Bubb Elementary School employs a part-time, bilingual School and Community Engagement Facilitator who partners with teachers, parents, and students to increase communication and parent involvement, connect families to appropriate resources, and coordinate efforts for the success of all students.

The school enjoys many partnerships with community members and organizations. CSMA provides arts and music instruction, Avenidas senior citizens volunteer their time to read with first graders, the Community Health Awareness Council (CHAC) provides two counselors to assist students with their emotional needs, and Rhythm and Moves provides physical education. Bubb Elementary School is a Project Cornerstone school.

This year, the school is following guidelines in order to best replicate parent and community volunteerism while adhering to current COVID-19 restrictions.

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 Bubb Elementary School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. Our students follow the Bubb Way: Be Safe, Use Respect, Be Responsible and Be an Upstander. 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. Students receive recognition of positive behavior through the Cub Kudos reinforcement system. Throughout the year, behavior and discipline policies are reviewed in classroom meetings and in videos created by our Student Council.

Suspensions & 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 suspensions and expulsions rate data are not comparable to prior year data. Since there was not in-person learning for the entire 2019–2020 school year, it would be inappropriate to make any comparisons of the suspensions and expulsions rates in the 2019–2020 school year to the rates in prior school years. Additionally, please note that the suspension and expulsion rate for the state was not available at time of publication.

Suspensions & Expulsions						
	Suspensions			Expulsions		
	17-18	18-19	19-20	17-18	18-19	19-20
School	0.00	0.50	0.00	0.00	0.00	0.00
District	1.05	1.30	0.86	0.00	0.00	0.00
State	3.51	3.50	N/A	0.08	0.10	N/A

Safe School Plan (School Year 2020-21)

The safety of students and staff is a primary concern of Bubb 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 March 2020.

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 a crossing guard is available to assist students to campus. 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.

During the COVID-19 pandemic, 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, use of personal protective equipment, symptom screening, social distancing, hygiene practices, testing, and responding to positive cases.

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 Bubb Elementary School is a responsibility shared among district administration, the principal, instructional staff, students, and parents.

Staff leadership opportunities at Bubb Elementary School include goal teams comprised of ELA, math, school climate, grade-level teams, and the School Site Council (SSC) and the English Learner Advisory Committee (ELAC). Both are made up of staff and parents that serve as the governing body. Both the group and the entire staff have involvement in the School Site Plan that sets the goals and focus for the school.

Class Size

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

Class Size Distribution											
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	18	19	20	18	19	20	18	19	20	18	19	20
By Grade Level												
K	21	24	18	1	-	1	4	4	2	-	-	-
1	24	21	27	-	1	1	4	4	2	-	-	1
2	23	24	26	-	-	3	4	4	-	-	-	1
3	23	22	26	-	-	1	4	4	2	-	-	1
4	26	30	22	-	-	1	3	3	2	-	-	-
5	30	27	29	-	-	-	3	3	3	-	-	-
Other	10	11	15	2	2	2	-	-	1	-	-	-

Counseling & Support Staff (School Year 2019-20)

It is the goal of Bubb 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, Bubb Elementary School employs a School and Community Engagement Facilitator who proactively assists students and families with academic, social and emotional struggles.

The table lists the support service personnel available to students at Bubb Elementary School. Note: One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Counseling & Support Services Staff	Number of Staff	Full Time Equivalent
Community Engagement Facilitator	1	0.6
Library Technician	1	0.875
Nurse	1	As Needed
Paraprofessional	8	6.0
Psychologist	1	As Needed
Response to Instruction Teacher (CERT)	2	1.6
Special Day Class (SDC) Teacher	2	2.0
Speech Pathologist	1	As Needed
Teacher on Special Assignment	1	0.5

GATE

With the implementation of the Local Control Funding Formula, the state of California no longer provides specific funding for Gifted and Talented Education (GATE). Consequently, the District no longer formally assesses its students for GATE qualification. Nevertheless, MVWSD is committed to providing challenging and inspiring opportunities for gifted and talented students. Each school site receives District 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.

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 2020-21 school year include:

General Education

- SIOP for new teachers and administrators
- Distance Learning : Overview, Expectations, Implementation
- Health and Safety Guidelines
- Virtual Assessment Protocol
- Using Securly - Device Management
- Learning Management System - Google Classroom
- Instructional Technology Trainings: Seesaw 101, Zoom, Kami
- TechSmart Coding Training
- Enhancing Student Engagement over Virtual Platforms
- STEM Connect - Discovery Education Training for Instructional Coaches, STEAM teachers, and administrators
- Digging Deeper into iReady Training for Instructional Coaches, Site Administrators
- Supporting ELs - Small group instruction, RTI, Vocabulary, Designated ELD
- TCi Social Studies Curriculum Training for middle and elementary school teachers
- TCi Science Curriculum Training for elementary school teachers
- Building Inquiry through 5Es Across Content Areas for middle school teachers

Special Education

- Desired Results Developmental Profile 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
- STAR-SOLS Training for teachers of students with autism
- SPIRE Training for Education Specialists
- Legal Training for all staff
- Beginning Technology training for Instructional Assistants
- Deeper Dive into Technology in the classroom for Instructional Assistants
- CPR Certification for Instructional Assistants
- Data Collection training for Instructional Assistants
- Facilitated IEP process for School Psychologists

Classified Staff
Secretaries

- Attendance and Engagement protocols
- COVID-19 training and compliance
- Daily Screeners
- Protocols
- Reporting
- Budget and Purchasing

Food Service

- COVID-19 training and compliance
- Safety

Maintenance, Operations and Transportation

- COVID-19 training and compliance
- Scenario based maintenance and grounds training
- Transportation Training
- Custodian cleaning and safety training

Librarians

- Advanced training on the library catalog system as well as ebook management

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			
	18-19	19-20	20-21
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 Bubb Elementary School's curriculum continuously using assessment data, district benchmarks, and pacing guides. All students have access to the core curriculum. Bubb Elementary School provides dedicated time each day for intervention and enrichment through the school's Response to Instruction program. The District provides two additional teachers to support this initiative.

Student progress is monitored through ongoing assessment and is conveyed to parents in a variety of ways including: during parent/teacher conferences held in January, 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 at the end of each trimester. The principal and individual staff members also discuss student's assessment data as needed and appropriate.

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

- Art Club
- Basketball Hoops
- Chess Club
- Chorus
- French Class (Beginning and Intermediate)
- Lego Club
- PYT (Play in a box)
- Spanish Class (Beginning and Intermediate)
- Tennis
- Wizbots

During the school day, students may participate in the following enrichment activities:
- Art
- Band (grade 5)
- Living Classroom
- Music

In addition, all 3-5 grade students are participating in Enrichment for All, an initiative that involves all interested upper grade students taking an after school enrichment class free of charge. The program includes classes in citizenship, creative writing, computer programming, history, and foreign language.

During the COVID-19 pandemic extracurricular actives are limited to those that can be done safely, while adhering to current COVID-19 restrictions.

Student Recognition

It is Bubb 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 offers the following recognition programs for its students: Outstanding Classroom Spirit, Classroom Perfect Attendance, and End-of-the-Trimester Perfect Attendance. Classrooms are recognized at the Monday morning assemblies. We also recognize mathematical mindset, perseverance, and effort through our Problem of the Month. Positive behavior is celebrated through the Cub Kudos reinforcement system.

Technology 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.

Library Information

Bubb Elementary School's library, staffed by a part-time library technician, is stocked with more than 25,000 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 2019-20)

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

District Expenditures (Fiscal Year 2018-19)

The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state. Supplemental/Restricted expenditures come from money whose use is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/Unrestricted expenditures, except for general guidelines, are not controlled by law or donor. The California Department of Education issued guidance to the district in August 2018 regarding how to calculate school-level per-pupil expenditures.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at http://www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: http://www.ed-data.org.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	$6,950
From Supplemental/Restricted Sources	$30
From Basic/Unrestricted Sources	$6,920
District	
From Basic/Unrestricted Sources	$6,913
Percentage of Variation between School & District	0.1%
State	
From Basic/Unrestricted Sources	$7,750
Percentage of Variation between School & State	-10.7%

Teacher & Administrative Salaries (Fiscal Year 2018-19)

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 2018-19	District	State
Beginning Teachers	$63,980	$50,574
Mid-Range Teachers	$93,562	$76,649
Highest Teachers	$114,705	$98,993
Elementary School Principals	$166,366	$125,150
Middle School Principals	$174,648	$129,394
High School Principals	-	$122,053
Superintendent	$246,477	$193,925
Salaries as a Percentage of Total Budget		
Teacher Salaries	33.0%	34.0%
Administrative Salaries	7.0%	6.0%

School Site Teacher Salaries (Fiscal Year 2018-19)

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	$92,596
District	$88,471
Percentage of Variation	4.7%
School & State	
All Elementary School Districts	$80,565
Percentage of Variation	14.9%

Mariano Castro Elementary School

500 Toft Street - Mountain View, CA 94041 - (650) 526-3590
Serving Grades Kindergarten through Five - CDS: 43-69591-6048003
Theresa Lambert, Principal

tlambert@mvwsd.org

http://castro.mvwsd.org/

2019-20 School Accountability Report Card

Published in the 2020-21 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 + 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 Interim 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, Jr., Laura Ramirez Berman, and Ellen Wheeler 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).

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. Senate Bill 98 suspended the reporting of state and local indicators on the 2020 California School Dashboard and only limited data and information will be posted for the 2020-21 school year. The Dashboard can be accessed at https://www.caschooldashboard.org.

Community & School Profile (School Year 2020-21)

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

The Mariano Castro School community empowers our diverse student population with the skills and knowledge to become lifelong learners prepared for the world ahead. Our Core Values are "Academic excellence through a culture of high expectations, strong community through a culture of collaboration, and broad worldview through a culture of respect." We provide a vital learning community so that every child succeeds every day.

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).

The COVID-19 pandemic has created the necessity of schools to provide students with a quality education while maintaining the health and safety of all students and school staff. Currently, schools are providing distance learning instruction to all students. Students work with teachers from their school online. Teachers provide daily live interaction with students, using a variety of tools to help students learn and complete their assignments. Students are responsible for participating in group classes as well as completing work on their own. They are expected to complete and turn in all assignments for grading.

School Enrollment

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

Enrollment Trend by Grade Level

	2017-18	2018-19	2019-20
K	34	44	49
1st	43	39	50
2nd	42	45	50
3rd	45	45	53
4th	45	48	67
5th	44	47	58
Total	253	268	327

Enrollment by Student Group
2019-20

	Percentage
Black or African American	0.9
American Indian or Alaska Native	0.3
Asian	4.0
Filipino	0.6
Hispanic or Latino	85.6
White	6.1
Two or More Races	2.1
EL Students	68.5
Socioeconomically Disadvantaged	85.6
Students with Disabilities	15.6
Homeless	17.4

Conditions of Learning
State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Assignment

The district recruits and employs qualified credentialed teachers. This chart shows information about teacher credentials.

Teacher Credential Status

	School			District
	18-19	19-20	20-21	20-21
Fully Credentialed	16	18	17	270
Without Full Credentials	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Misassignments refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire semester or year.

Misassignments/Vacancies

	18-19	19-20	20-21
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	**0**	**0**	**0**
Vacant Teacher Positions	0	0	0

School Facilities (School Year 2020-21)

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

Cleaning Process

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

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

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

Additionally, the school has a COVID-19 checklist and the principal updates the health and cleaning protocol every week. This document is uploaded on the school website.

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). 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 2020). 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: 09/14/2020				
Overall Summary of School Facility Conditions: Good				
Data Collected: October, 2020				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/ HVAC, Sewer)	X			No deficiencies observed
Interior		X		CR 14: CEILING TILE FALLING. CR 13, CR 15: WATER STAIN CEILING TILE.
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			No deficiencies observed
Electrical	X			No deficiencies observed
Restrooms/Fountains	X			STAFF RESTROOM: HOT WATER NOT WORKING.
Safety (Fire Safety, Hazardous Materials)	X			No deficiencies observed
Structural (Structural Damage, Roofs)	X			No deficiencies observed
External (Grounds, Windows, Doors, Gates, Fences)	X			CR 17: LOOSE SCREWS ON DOOR PLATE.

Instructional Materials (School Year 2020-21)

The school district held a public hearing on September 17, 2020, 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 2020 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, 2020						
Grade Levels	Subject	Publisher	Series	Adoption Year	From Most Recent Adoption	% Lacking
TK-5	English/Language Arts	Benchmark Education Company	Benchmark Advance	2016	Yes	0.0%
TK-5	History/Social Studies	Teacher's Curriculum Institute	Social Studies Alive! California Series	2020	Yes	0.0%
TK-5	Mathematics	Eureka Math	Eureka Math	2015	Yes	0.0%
TK-5	Science	Teacher's Curriculum Institute	Bring Science Alive! Exploring Science	2020	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) includes 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). Additionally, the new California Science Test (CAST) based on the Next Generation Science Standards for California Public Schools (CA NGSS) was first administered operationally in the 2018–2019 school year.

The Smarter Balanced Assessment System utilizes computer-adaptive tests and performance tasks that allow students to show what they know and are able to do. Smarter Balanced summative assessment results include student scores, achievement levels, and descriptors that describe performance. These assessment results are only one of several tools used to measure a student's academic performance in ELA/Literacy and mathematics. Smarter Balanced assessment results are most appropriately interpreted alongside other available information about a student's academic achievement, including such measures as District assessments, classroom assignments and grades, classrooms tests, report cards, and teacher feedback.

Due to the COVID-19 pandemic, Executive Order N-30-20 was issued in the spring of 2020. This order waived the requirement for statewide academic testing of Mathematics, English Language Arts, and Science for the 2019–2020 school year. The most current data available to report is from the 2018-19 school year and is reflected in the tables.

The first 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).

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)	45	47	48	66	68	71	48	50	50
Mathematics (Grades 3-8 and 11)	41	39	33	62	64	64	36	38	39
Science (Grades 5, 8, and 10)	--	--	25	--	--	54	--	--	30

The second table displays information on overall student achievement of the school by subject for student groups with all grade levels combined.

		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	155	141	90.97	9.03	48.23	141	90.97	9.03	48.23
Male	73	64	87.67	12.33	46.88	64	87.67	12.33	46.88
Female	82	77	93.90	6.10	49.35	77	93.90	6.10	49.35
Hispanic or Latino	128	118	92.19	7.81	43.22	118	92.19	7.81	43.22
Socioeconomically Disadvantaged	135	124	91.85	8.10	44.35	124	91.85	8.05	44.35
English Learners	131	118	90.08	9.92	42.37	118	90.08	9.92	42.37
Students with Disabilities	25	25	100.00	0.00	20.00	25	100.00	0.00	20.00

Table title: California Assessment of Student Performance and Progress

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 Achievement

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 2019-20)

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 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).

The table displays the percent of students at the school meeting fitness standards by grade level, for the most recent testing period. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued. This order waived the requirement to administer the physical fitness performance test results for the 2019–2020 school year. The most current data available to report is from the 2018-19 school year and is reflected in the table. Detailed information regarding this test may be found at the CDE website at http://www.cde.ca.gov/ta/tg/pf/.

Percentage of Students in Healthy Fitness Zone 2018-19			
Grade Level	**Four of Six Standards**	**Five of Six Standards**	**Six of Six Standards**
5	21.3%	27.7%	27.7%

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

Engagement
State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Parent Involvement (School Year 2020-21)

In typical school years, Castro Elementary School has a very strong and active parent community. There are several avenues for parents to become involved:

- Curricular Support
- School Site Council (SSC)
- PTA
- English Learner Advisory Committee (ELAC)

The School Site Council involves 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.

The school enjoys partnerships with the following community members and organizations:

- City of Mountain View Bookmobile
- Community Services of Mountain View
- Mountain View Police PAL Program
- Area High Schools
- Mentor Tutor Connection
- YMCA
- Reading Partners
- Playworks
- Community Health Awareness Council (CHAC)
- CSMA (Community School of Music and Art)

This year, the school is following guidelines in order to best replicate parent and community volunteerism while adhering to current COVID-19 restrictions.

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 Castro Elementary School are guided by specific rules and classroom expectations that promote respect, responsibility, perseverance, and safety. Students are explicitly taught the schoolwide and classroom expectations at the beginning of the year and periodically throughout the year. Parents and students are informed of schoolwide expectations and discipline policies at Back-To-School Night at the start of the school year. Throughout the year, behavior and discipline policies are reviewed in school newsletters, and parent emails, Open Houses, and classroom discussions. All the schools in our district have initiated positive school climate procedures that include specific anti-bullying activities.

Suspensions & 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 suspensions and expulsions rate data are not comparable to prior year data. Since there was not in-person learning for the entire 2019–2020 school year, it would be inappropriate to make any comparisons of the suspensions and expulsions rates in the 2019–2020 school year to the rates in prior school years. Additionally, please note that the suspension and expulsion rate for the state was not available at time of publication.

Suspensions & Expulsions						
	Suspensions			Expulsions		
	17-18	18-19	19-20	17-18	18-19	19-20
School	0.68	1.30	1.07	0.00	0.00	0.00
District	1.05	1.30	0.86	0.00	0.00	0.00
State	3.51	3.50	N/A	0.08	0.10	N/A

Safe School Plan (School Year 2020-21)

The safety of students and staff is a primary concern of Castro 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 staff. The plan was most recently updated and reviewed in March 2020.

The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year. Students are supervised before school by yard duty personnel and the principal. After-school supervision is provided by yard duty personnel with noon supervisors covering during lunch, and teachers supervising during recess. The school enforces a closed-campus policy during school hours to ensure student safety. Visitors must sign in at the office, wear a visitor's badge at all times while on campus, and sign out upon leaving the school.

During the COVID-19 pandemic, 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, use of personal protective equipment, symptom screening, social distancing, hygiene practices, testing, and responding to positive cases.

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 Castro Elementary School is a responsibility shared between district administration, the principal, instructional staff, students, and parents.

Leadership opportunities at Castro Elementary School include the School Leadership Team and various school and district committee positions. Parent leadership opportunities are abundant at Castro. PTA, School Site Council (SSC), and English Language Advisory Council (ELAC) meet regularly and sponsor numerous student and family events.

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		
	18	19	20	18	19	20	18	19	20	18	19	20
By Grade Level												
K	17	22	25	2	-	-	-	2	2	-	-	-
1	22	20	25	1	1	-	1	1	2	-	-	-
2	21	23	25	1	-	-	1	2	2	-	-	-
3	23	23	27	-	-	-	2	2	2	-	-	-
4	23	24	22	-	-	1	2	2	2	-	-	-
5	22	24	29	-	-	-	2	2	2	-	-	-
Other	-	-	15	-	-	2	-	-	-	-	-	-

Counseling & Support Staff (School Year 2019-20)

It is the goal of Castro 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 four counseling interns to assist students with their emotional needs. Currently, Castro Elementary School employs a School and Community Engagement Facilitator and two At-Risk Supervisors who proactively assist students and families with academic, social and emotional struggles.

The table lists the support service personnel available to students at Castro Elementary School. Note: One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
At-Risk Intervention Supervisor	1	1.0
Community Engagement Facilitator	1	1.0
Library Technician	1	0.5
Nurse	1	As Needed
Paraprofessional	5	3.75
Psychologist	1	As Needed
Resource Specialist Program (RSP) Teacher	1	1.0
Response to Instruction Teacher (CERT)	2	2.0
Speech Pathologist	1	As Needed
Teacher on Special Assignment	1	0.5

GATE

With the implementation of the Local Control Funding Formula, the state of California no longer provides specific funding for Gifted and Talented Education (GATE). Consequently, the District no longer formally assesses its students for GATE qualification. Nevertheless, MVWSD is committed to providing challenging and inspiring opportunities for gifted and talented students. Each school site receives District funding to support enrichment and extracurricular activities designed to challenge students.

Castro Elementary School offers enrichment programs to identified students. Parents take the lead in developing enrichment activities.

Individualized Instruction

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

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 2020-21 school year include:

General Education

- SIOP for new teachers and administrators
- Distance Learning : Overview, Expectations, Implementation
- Health and Safety Guidelines
- Virtual Assessment Protocol
- Using Securly - Device Management
- Learning Management System - Google Classroom
- Instructional Technology Trainings: Seesaw 101, Zoom, Kami
- TechSmart Coding Training
- Enhancing Student Engagement over Virtual Platforms
- STEM Connect - Discovery Education Training for Instructional Coaches, STEAM teachers, and administrators
- Digging Deeper into iReady Training for Instructional Coaches, Site Administrators
- Supporting ELs - Small group instruction, RTI, Vocabulary, Designated ELD
- TCi Social Studies Curriculum Training for middle and elementary school teachers
- TCi Science Curriculum Training for elementary school teachers
- Building Inquiry through 5Es Across Content Areas for middle school teachers

Special Education

- Desired Results Developmental Profile 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
- STAR-SOLS Training for teachers of students with autism
- SPIRE Training for Education Specialists
- Legal Training for all staff
- Beginning Technology training for Instructional Assistants
- Deeper Dive into Technology in the classroom for Instructional Assistants
- CPR Certification for Instructional Assistants
- Data Collection training for Instructional Assistants
- Facilitated IEP process for School Psychologists

Classified Staff
Secretaries

- Attendance and Engagement protocols
- COVID-19 training and compliance
- Daily Screeners
- Protocols
- Reporting
- Budget and Purchasing

Food Service

- COVID-19 training and compliance
- Safety

Maintenance, Operations and Transportation

- COVID-19 training and compliance
- Scenario based maintenance and grounds training
- Transportation Training
- Custodian cleaning and safety training

Librarians

- Advanced training on the library catalog system as well as ebook management

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			
	18-19	19-20	20-21
Number of school days dedicated to Staff Development and Continuous Improvement	6	6	6

Curriculum Development

All curriculum development at Castro 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.

Faculty, subcommittees, the School Site Council, Parent Focus Groups, English Learner Advisory Committee (ELAC), and the principal evaluate Castro Elementary School's curriculum continuously using assessment data, district benchmarks, and pacing guides. Each day, Mariano Castro 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 January, 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 at the end of each trimester. The principal and individual staff members also discuss student's assessment data as needed and appropriate.

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. Castro Elementary School's PTA sponsors a range of activities on a fee basis, but all students who sign up are included if paid enrollments are sufficient to cover the instructors' fees.

The PTA works to assure that every class that is advertised is offered, and raises funds to cover unmet costs. A sample of what Castro Elementary offers its students:

- Chess Club
- Folklorico Dance
- Garden Club
- Chorus
- Coding
- Writing
- Art
- Lego Engineering
- Yoga
- Theaterworks

In addition to what is offered by PTA, Castro also offers after-school classes in coding and STEAM activities.

During the COVID-19 pandemic extracurricular actives are limited to those that can be done safely, while adhering to current COVID-19 restrictions.

Student Recognition

It is Castro Elementary School's goal to recognize students for their good work and to reinforce those behaviors which contribute to a positive learning community. Castro Elementary recognizes students within their classrooms as well as at school and district events. Student Recognition Assemblies are held monthly.

Technology 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.

Library Information

Castro Elementary School's library, staffed by a part-time library technician, is stocked with more than 14,000 books in English and Spanish that are available for students and parents to check out. Students visit the library once a week with their class. The library is also open to students and parents during recess and after school, at scheduled times. The library also contains computers for student use. Mountain View Public Library provides a Book Mobile to Castro on Tuesdays from 4:30-6pm. These services have no cost for Castro students.

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 2019-20)

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

District Expenditures (Fiscal Year 2018-19)

The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state. Supplemental/Restricted expenditures come from money whose use is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/Unrestricted expenditures, except for general guidelines, are not controlled by law or donor. The California Department of Education issued guidance to the district in August 2018 regarding how to calculate school-level per-pupil expenditures.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at http://www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: http://www.ed-data.org.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	$9,395
From Supplemental/Restricted Sources	$1,884
From Basic/Unrestricted Sources	$7,511
District	
From Basic/Unrestricted Sources	$6,913
Percentage of Variation between School & District	8.7%
State	
From Basic/Unrestricted Sources	$7,750
Percentage of Variation between School & State	-3.1%

Teacher & Administrative Salaries (Fiscal Year 2018-19)

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 2018-19		
	District	State
Beginning Teachers	$63,980	$50,574
Mid-Range Teachers	$93,562	$76,649
Highest Teachers	$114,705	$98,993
Elementary School Principals	$166,366	$125,150
Middle School Principals	$174,648	$129,394
High School Principals	-	$122,053
Superintendent	$246,477	$193,925
Salaries as a Percentage of Total Budget		
Teacher Salaries	33.0%	34.0%
Administrative Salaries	7.0%	6.0%

School Site Teacher Salaries (Fiscal Year 2018-19)

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	$86,839
District	$88,471
Percentage of Variation	-1.8%
School & State	
All Elementary School Districts	$80,565
Percentage of Variation	7.8%

Crittenden Middle School

1701 Rock Street - Mountain View, CA 94043 - (650) 903-6945
Serving Grades Six through Eight - CDS: 43-69591-6049472
Sonia Gomez, Principal
sgomez@mvwsd.org
http://crittenden.mvwsd.org/

2019-20 School Accountability Report Card

Published in the 2020-21 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 + 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 Interim 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, Jr., Laura Ramirez Berman, and Ellen Wheeler 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).

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. Senate Bill 98 suspended the reporting of state and local indicators on the 2020 California School Dashboard and only limited data and information will be posted for the 2020-21 school year. The Dashboard can be accessed at https://www.caschooldashboard.org.

Community & School Profile (School Year 2020-21)

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

Our school is a learning community that follow the motto of

What can you do today to help others feel valued, cared for, safe, and included at Crittenden

Our mission is to empower every student by:

- fostering meaningful, positive relationships
- engaging in rigorous, deeper learning
- nurturing a growth mindset for life-long inquiry.

In 2016, Crittenden Middle was named a "Top Bay Area Public School for Underserved Students" by Innovate Public Schools; and in 2019, was named a 2019 California Distinguished School.

School Attendance

Regular daily attendance is a priority at the school and is an important component of academic achievement. Attendance, tardy, and truancy policies are clearly stated and consistently enforced.

Parents are advised of their responsibilities, including proper notification of when and why students are absent. Attendance is monitored very closely with follow-up phone calls made by the school clerk. Parents are advised of excessive absences through letters and, if necessary, parent conferences. Those students who continue to exhibit excessive absences are directed to the appropriate authorities, including the local Student Attendance Review Board (SARB).

The COVID-19 pandemic has created the necessity of schools to provide students with a quality education while maintaining the health and safety of all students and school staff. Currently, schools are providing distance learning instruction to all students. Students work with teachers from their school online. Teachers provide daily live interaction with students, using a variety of tools to help students learn and complete their assignments. Students are responsible for participating in group classes as well as completing work on their own. They are expected to complete and turn in all assignments for grading.

School Enrollment

The chart displays school enrollment broken down by grade.

Enrollment Trend by Grade Level			
	2017-18	2018-19	2019-20
6th	234	252	187
7th	232	229	240
8th	212	226	220
Total	678	707	647

The chart displays school enrollment broken down by student group.

Enrollment by Student Group 2019-20	
	Percentage
Black or African American	2.0
Asian	8.2
Filipino	6.2
Hispanc or Latino	45.7
Native Hawaiian or Pacific Islander	0.9
White	26.1
Two or More Races	10.8
EL Students	13.1
Socioeconomically Disadvantaged	43.3
Students with Disabilities	13.1
Foster Youth	0.2
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
	18-19	19-20	20-21	20-21
Fully Credentialed	41	43	37	270
Without Full Credentials	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Misassignments refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire semester or year.

Misassignments/Vacancies			
	18-19	19-20	20-21
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	**0**	**0**	**0**
Vacant Teacher Positions	0	0	0

School Facilities (School Year 2020-21)

Crittenden Middle School sits on 18.27 acres that it shares with maintenance operations and transportation and has 41 permanent rooms. It also has a multi-use room, library, sports center, innovation center, and front office space.

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.

Additionally, the school has a COVID-19 checklist and the principal updates the health and cleaning protocol every week. This document is uploaded on the school website.

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). 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 2020). 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: 09/11/2020				
Overall Summary of School Facility Conditions: Good				
Data Collected: October, 2020				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			BOYS RESTROOM 200 WING, GIRLS RESTROOM 200 WING: EXHAUST FAN NOT WORKING.
Interior		X		CR 103: BASEBOARD COMING OFF. CR 105: CEILING TILE COMING LOOSE. CR 201: CEILING TILES COMING OFF. NURSES OFFICE: CHIPPED CEILING TILES. CR 204: DAMAGE ON CARPET. CR 216 OFFICES A,B,C: GUM ON CARPET OFFICE C. MUR: HOLE ON STAGE FLOOR. CR 302, GIRLS LOCKER ROOM: HOLES IN THE WALL. MUR: PAINT PEELING ON STAGE WALL. ADMIN RESTROOMS: PAINT PEELING ON THE WALL BY THE SINK. GIRLS LOCKER ROOM, BOYS LOCKER ROOM, BOYS RESTROOM 300 WING: STAINED MIRROR. ADMIN OFFICES: WATER STAIN CEILING TILES IN KITCHEN AREA. CR 203, MUR: WATER STAIN ON CEILING. NURSES OFFICE, CR 206, CR 208, CR 209, KITCHEN & SERVING AREAS, STAFF LOUNGE, STAFF WORK ROOM: WATER STAINED CEILING TILE(S).
Cleanliness (Overall Cleanliness, Pest/ Vermin Infestation)	X			No deficiencies observed
Electrical	X			STAFF WORK ROOM RESTROOMS: CRACKED LIGHT COVER. GIRLS RESTROOM 200 WING: OPEN ELECTRICAL OUTLET.
Restrooms/Fountains		X		STAFF WORK ROOM RESTROOMS: RUSTY SINK DRAIN. BOYS LOCKER ROOM: RUSTY TOILET HANDLE. INNOVATION CENTER 404: DRINKING FOUNTAIN NOT WORKING. CR 120: FOUNTAIN KNOB DETACHED. CR 206: FOUNTAIN NOT WORKING.
Safety (Fire Safety, Hazardous Materials)	X			No deficiencies observed
Structural (Structural Damage, Roofs)	X			No deficiencies observed
External (Grounds, Windows, Doors, Gates, Fences)	X			PARKING LOTS, SCHOOL PLAY AREA ASPHALT: CRACKS NEED TO BE SEALED. CR 104: ROTTEN WOOD ON FLASHING. CR 104: BROKEN WINDOW BLIND. CR 203: DOOR ADJUSTMENT NEEDED. CR 205, CR 208, CR 303, MUSIC OFFICE: DOOR CLOSURE NEEDS ADJUSTMENT. BOYS RESTROOM 200 WING, GIRLS RESTROOM 200 WING: NO DOOR CLOSURE.

Instructional Materials (School Year 2020-21)

The school district held a public hearing on September 17, 2020, 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 2020 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, 2020				
Grade Levels	Subject	Publisher	Series	Adoption Year	From Most Recent Adoption	% Lacking
6th-8th	English/Language Arts	McGraw-Hill	StudySync	2016	Yes	0.0%
6th-8th	Mathematics	Eureka Math	Eureka Math	2015	Yes	0.0%
6th-8th	Science	Teacher's Curriculum Institute	Bring Science Alive! Middle School Integrated Science	2020	Yes	0.0%
6th-8th	Social Science/History	Teacher's Curriculum Institute	History Alive! California Middle Schools Program	2019	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) includes 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). Additionally, the new California Science Test (CAST) based on the Next Generation Science Standards for California Public Schools (CA NGSS) was first administered operationally in the 2018–2019 school year.

The Smarter Balanced Assessment System utilizes computer-adaptive tests and performance tasks that allow students to show what they know and are able to do. Smarter Balanced summative assessment results include student scores, achievement levels, and descriptors that describe performance. These assessment results are only one of several tools used to measure a student's academic performance in ELA/Literacy and mathematics. Smarter Balanced assessment results are most appropriately interpreted alongside other available information about a student's academic achievement, including such measures as District assessments, classroom assignments and grades, classrooms tests, report cards, and teacher feedback.

Due to the COVID-19 pandemic, Executive Order N-30-20 was issued in the spring of 2020. This order waived the requirement for statewide academic testing of Mathematics, English Language Arts, and Science for the 2019–2020 school year. The most current data available to report is from the 2018-19 school year and is reflected in the tables.

The first 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).

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)	63	60	65	66	68	71	48	50	50
Mathematics (Grades 3-8 and 11)	55	55	56	62	64	64	36	38	39
Science (Grades 5, 8, and 10)	--	--	48	--	--	54	--	--	30

The second table displays information on overall student achievement of the school by subject for student groups with all grade levels combined.

	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	694	686	98.85	1.15	65.01	691	99.57	0.43	55.86
Male	360	357	99.17	0.83	64.43	359	99.72	0.28	56.82
Female	334	329	98.50	1.50	65.65	332	99.40	0.60	54.82
Black or African American	19	19	100.00	0.00	57.89	19	100.00	0.00	47.37
Asian	60	59	98.33	1.67	83.05	59	98.33	1.67	83.05
Filipino	33	33	100.00	0.00	69.70	33	100.00	0.00	57.58
Hispanic or Latino	336	332	98.91	1.09	48.19	336	100.00	0.00	36.01
White	172	170	98.84	1.16	87.65	171	99.42	0.58	81.87
Two or More Races	68	67	98.53	1.47	74.63	67	98.53	1.47	67.16
Socioeconomically Disadvantaged	316	312	98.73	1.27	42.31	316	100.00	0.00	32.59
English Learners	221	216	97.74	2.26	32.87	221	100.00	0.00	25.79
Students with Disabilities	88	87	98.86	1.14	24.14	87	98.86	1.14	20.69

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 Achievement

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 2019-20)

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 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).

The table displays the percent of students at the school meeting fitness standards by grade level, for the most recent testing period. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued. This order waived the requirement to administer the physical fitness performance test results for the 2019–2020 school year. The most current data available to report is from the 2018-19 school year and is reflected in the table. Detailed information regarding this test may be found at the CDE website at http://www.cde.ca.gov/ta/tg/pf/.

Percentage of Students in Healthy Fitness Zone 2018-19			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	18.4%	26.8%	35.5%

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 2020-21)

In typical school years, Crittenden Middle School benefits greatly from the involvement of parents and local community partnerships. There are several avenues in which parents may become involved: Parent Teacher Association (PTA), English Learner Advisory Committee (ELAC), School Site Council (SSC), Mountain View Education Foundation (MVEF), and volunteering in classrooms and at school events. The school also has partnerships with the City of Mountain View for its after-school program, the Challenge Team, and the P.A.L. program.

This year, the school is following guidelines in order to best replicate parent and community volunteerism while adhering to current COVID-19 restrictions.

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 Crittenden Middle School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. Parents and students are informed of school rules and discipline policies through the following:

- School Handbook
- Weekly newsletter
- Back-To-School Night
- Sixth Grade Orientation
- Summer welcome letter
- Student-led conferences
- E-mail
- Auto Dialer messages
- School website
- Welcome Week (Pillars Workshop)
- Panther Days (Welcome Week Review)
- Fifth grade student visits
- School wide Morning Announcements
- Where Everyone Belongs Program (WEB) for incoming 6th graders

Suspensions & 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 suspensions and expulsions rate data are not comparable to prior year data. Since there was not in-person learning for the entire 2019–2020 school year, it would be inappropriate to make any comparisons of the suspensions and expulsions rates in the 2019–2020 school year to the rates in prior school years. Additionally, please note that the suspension and expulsion rate for the state was not available at time of publication.

	Suspensions & Expulsions					
	Suspensions			Expulsions		
	17-18	18-19	19-20	17-18	18-19	19-20
School	2.69	2.60	3.36	0.00	0.00	0.00
District	1.05	1.30	0.86	0.00	0.00	0.00
State	3.51	3.50	N/A	0.08	0.10	N/A

Safe School Plan (School Year 2020-21)

The safety of students and staff is a primary concern of Crittenden Middle 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 the School Safety Committee, which is composed of the assistant principal and five CERT-trained staff. All revisions were communicated to both the classified and certificated staff. The plan was most recently updated and reviewed in March 2020.

The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire drills are conducted monthly; earthquake drills are conducted twice a year. Students are supervised before-and-after school by teachers and the campus supervisor. Noon duty aides, the at-risk supervisor, and the principal provide supervision during lunch. There are three designated areas for student drop off and pick up: front of the school, gym parking lot, and field parking lot. 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.

During the COVID-19 pandemic, 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, use of personal protective equipment, symptom screening, social distancing, hygiene practices, testing, and responding to positive cases.

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 Crittenden Middle School is a responsibility shared among district administration, the principal, instructional staff, students, and parents.

The school offers the following leadership opportunities for its staff:

- Grade-level teams
- Department Chairs
- School Site Council (SSC)
- English Language Advisory Council (ELAC)
- Parent Teacher Association (PTA)

The School Site Council is made up of staff and parents that serve as the governing body.

The SSC and the entire staff have involvement in the School Site Plan that sets the goals and focus for Crittenden Middle School.

Class Size

The table indicates the average class size by subject area, 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		
	18	19	20	18	19	20	18	19	20	18	19	20
By Grade Level												
6	26	24	18	9	15	50	30	41	29	8	7	7
By Subject Area												
English	23	24	28	7	5	8	13	15	11	-	-	4
Mathematics	28	26	27	1	2	7	13	14	11	1	1	4
Science	28	25	29	3	6	-	11	15	18	1	-	-
Social Science	28	28	30	-	2	-	15	13	15	-	1	-

Counseling & Support Staff (School Year 2019-20)

It is the goal of Crittenden Middle 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 four counseling interns to assist students with their emotional needs. Currently, Crittenden Middle School employs a School and Community Engagement Facilitator and an At-Risk Supervisor who proactively assist students and families with academic, social and emotional struggles.

The table lists the support service personnel available to students at Crittenden Middle 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.

Academic Counselor to Student Ratio 2019-20	
	Average Number of Students per Academic Counselor
Academic Counselor(s)	647

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
At-Risk Intervention Supervisor	1	1.0
Community Engagement Facilitator	1	1.0
Counselor (Academic, Social/Behavioral or Career Development)	1	1.0
Library Technician	1	1.0
Nurse	1	As Needed
Paraprofessional	8	5.75
Psychologist	1	As Needed
Resource Specialist Program (RSP) Teacher	3	3.0
Speech Pathologist	1	As Needed
Teacher on Special Assignment	3	2.0

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 Special Day Class Teacher and/or Aide, a psychologist, and/or other specialists as determined by their Individualized Education Plan (IEP). Resource teachers co-teach with English Language Arts and Math teachers to better support students with IEPs.

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 2020-21 school year include:

General Education

- SIOP for new teachers and administrators
- Distance Learning : Overview, Expectations, Implementation
- Health and Safety Guidelines
- Virtual Assessment Protocol
- Using Securly - Device Management
- Learning Management System - Google Classroom
- Instructional Technology Trainings: Seesaw 101, Zoom, Kami
- TechSmart Coding Training
- Enhancing Student Engagement over Virtual Platforms
- STEM Connect - Discovery Education Training for Instructional Coaches, STEAM teachers, and administrators
- Digging Deeper into iReady Training for Instructional Coaches, Site Administrators
- Supporting ELs - Small group instruction, RTI, Vocabulary, Designated ELD
- TCi Social Studies Curriculum Training for middle and elementary school teachers
- TCi Science Curriculum Training for elementary school teachers
- Building Inquiry through 5Es Across Content Areas for middle school teachers

Special Education

- Desired Results Developmental Profile 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
- STAR-SOLS Training for teachers of students with autism
- SPIRE Training for Education Specialists
- Legal Training for all staff
- Beginning Technology training for Instructional Assistants
- Deeper Dive into Technology in the classroom for Instructional Assistants
- CPR Certification for Instructional Assistants
- Data Collection training for Instructional Assistants
- Facilitated IEP process for School Psychologists

Classified Staff

Secretaries

- Attendance and Engagement protocols
- COVID-19 training and compliance
- Daily Screeners
- Protocols
- Reporting
- Budget and Purchasing

Food Service

- COVID-19 training and compliance
- Safety

Maintenance, Operations and Transportation

- COVID-19 training and compliance
- Scenario based maintenance and grounds training
- Transportation Training
- Custodian cleaning and safety training

Librarians

- Advanced training on the library catalog system as well as ebook management

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			
	18-19	19-20	20-21
Number of school days dedicated to Staff Development and Continuous Improvement	6	6	6

Curriculum Development

All curriculum development at Crittenden Middle School revolves around the California Common Core Standards. Teachers align classroom curriculum to ensure that all students either meet or exceed state proficiency levels. Teachers, the Leadership Team, and the principal evaluate Crittenden's curriculum continuously using assessment data, district benchmarks, and pacing guides. All students have access to the core curriculum. Crittenden Middle School provides dedicated periods each day for intervention and enrichment through its Response to Instruction program.

Student progress is monitored through ongoing assessments and is conveyed to parents every six weeks through progress reports. Additionally, report cards are sent home at the end of each trimester. Parents can also view assessment results through the parent portal after each trimester. The principal and individual staff members also discuss student's assessment data as needed and appropriate.

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. Crittenden offers the following activities for its students:

- After-school sports
- Beyond the Bell
- Choir
- Debate Club
- Glee Club
- Jazz Band
- Jazz Choir
- Lunchtime game room
- Orchestra
- Performing Arts
- Robotics
- Student Council
- Technology Club
- Panther Botts Club
- Anime Club
- Environmental Club
- ACT Club (Action Crittenden Takes)
- Pride Club
- Latinx Student Union (LSU club)
- Black Student Union (BSU club)

During the COVID-19 pandemic extracurricular actives are limited to those that can be done safely, while adhering to current COVID-19 restrictions.

Student Recognition

Crittenden students are outstanding young people with a great variety of talents and strengths. It is Crittenden's goal to recognize students for their good work and to reinforce those behaviors which contribute to a positive learning community. Crittenden offers the following recognition programs for its students:

- Attendance Awards
- Citizenship
- Extracurricular Activity Awards
- Honor Roll
- Most Improved (GPA and Citizenship)
- Panther Paws
- Panther Pride Award
- Trimester Awards

Technology 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.

Library Information

Crittenden Middle School's library is staffed by a full-time library technician. The school's library also contains a collection of textbooks that can be checked out by students. The library is open at lunch and after school for students who wish to study, complete homework, or check out books for additional research or extracurricular reading.

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 2019-20)

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

District Expenditures (Fiscal Year 2018-19)

The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state. Supplemental/Restricted expenditures come from money whose use is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/Unrestricted expenditures, except for general guidelines, are not controlled by law or donor. The California Department of Education issued guidance to the district in August 2018 regarding how to calculate school-level per-pupil expenditures.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at http://www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: http://www.ed-data.org.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	$7,605
From Supplemental/Restricted Sources	$1,250
From Basic/Unrestricted Sources	$6,355
District	
From Basic/Unrestricted Sources	$6,913
Percentage of Variation between School & District	-8.1%
State	
From Basic/Unrestricted Sources	$7,750
Percentage of Variation between School & State	-18.0%

Teacher & Administrative Salaries (Fiscal Year 2018-19)

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 2018-19		
	District	State
Beginning Teachers	$63,980	$50,574
Mid-Range Teachers	$93,562	$76,649
Highest Teachers	$114,705	$98,993
Elementary School Principals	$166,366	$125,150
Middle School Principals	$174,648	$129,394
High School Principals	-	$122,053
Superintendent	$246,477	$193,925
Salaries as a Percentage of Total Budget		
Teacher Salaries	33.0%	34.0%
Administrative Salaries	7.0%	6.0%

School Site Teacher Salaries (Fiscal Year 2018-19)

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	$90,063
District	$88,471
Percentage of Variation	1.8%
School & State	
All Elementary School Districts	$80,565
Percentage of Variation	11.8%

Mountain View Whisman School District

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

Edith Landels Elementary School

115 West Dana Street - Mountain View, CA 94041 - (650) 526-3520
Serving Grades Kindergarten through Five - CDS: 43-69591-6047963
Heidi Galassi, Principal
hgalassi@mvwsd.org
http://landels.mvwsd.org/

2019-20 School Accountability Report Card

Published in the 2020-21 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 + 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 Interim 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, Jr., Laura Ramirez Berman, and Ellen Wheeler 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).

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. Senate Bill 98 suspended the reporting of state and local indicators on the 2020 California School Dashboard and only limited data and information will be posted for the 2020-21 school year. The Dashboard can be accessed at https://www.caschooldashboard.org.

Community & School Profile (School Year 2020-21)

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

Landels Elementary School is the home of just under 500 Kindergarten through fifth grade students. Landels Elementary School serves a diverse population of students from the local Old Mountain View Neighborhood, and the greater Mountain View community. More than 20 languages are represented at Landels Elementary School with a substantial number of international students whose families have moved to the Silicon Valley for employment or academic pursuits. We truly embrace our diversity of culture and language. Landels exemplifies a professional educational community that provides an optimal learning environment for all levels of learners.

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

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).

The COVID-19 pandemic has created the necessity of schools to provide students with a quality education while maintaining the health and safety of all students and school staff. Currently, schools are providing distance learning instruction to all students. Students work with teachers from their school online. Teachers provide daily live interaction with students, using a variety of tools to help students learn and complete their assignments. Students are responsible for participating in group classes as well as completing work on their own. They are expected to complete and turn in all assignments for grading.

School Enrollment

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

Enrollment Trend by Grade Level

	2017-18	2018-19	2019-20
K	111	89	81
1st	97	83	73
2nd	90	93	74
3rd	71	86	87
4th	72	63	65
5th	93	77	61
Total	534	491	441

Enrollment by Student Group
2019-20

	Percentage
Black or African American	2.0
Asian	18.7
Filipino	2.3
Hispanic or Latino	26.9
Native Hawaiian or Pacific Islander	1.1
White	32.7
Two or More Races	15.8
EL Students	21.2
Socioeconomically Disadvantaged	23.9
Students with Disabilities	9.5
Homeless	0.9

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
	18-19	19-20	20-21	20-21
Fully Credentialed	28	23	24	270
Without Full Credentials	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Misassignments refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire semester or year.

Misassignments/Vacancies

	18-19	19-20	20-21
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	**0**	**0**	**0**
Vacant Teacher Positions	0	0	0

School Facilities (School Year 2020-21)

Landels Elementary sits on 10.16 acres and has 22 permanent rooms on site. It 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.

Additionally, the school has a COVID-19 checklist and the principal updates the health and cleaning protocol every week. This document is uploaded on the school website.

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). 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 2020). 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: 09/10/2020				
Overall Summary of School Facility Conditions: Good				
Data Collected: October, 2020				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/ HVAC, Sewer)	X			CONFERENCE ROOM A 13: MISSING SCREW IN THRESHOLD.
Interior	X			GIRLS RESTROOM 15 C: HOLES IN THE WALLS. MUR BOYS RESTROOM, MUR GIRLS RESTROOM: WALL GROUT FALLING OUT. CR 18, PRINCIPAL OFFICE, STAFF WORK ROOM: WATER STAINED CEILING TILES.
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			No deficiencies observed
Electrical	X			MU EXTERIOR WATER FOUNTAIN: BROKEN WALL OUTLET. BOYS RESTROOM 11 D, STORAGE CLOSET 11 F: CABLE NEEDS TO BE ATTACHED TO THE WALL. MUR MAIN AREA & STAGE: ELECTRICAL CABLE COMING OFF THE WALL.
Restrooms/Fountains	X			GIRLS RESTROOM 15 C: ONE TOILET NOT FLUSHING. CR 17: FAUCET NEEDS TO BE ADJUSTED. CR 2: FOUNTAIN NOT WORKING.
Safety (Fire Safety, Hazardous Materials)	X			No deficiencies observed
Structural (Structural Damage, Roofs)	X			No deficiencies observed
External (Grounds, Windows, Doors, Gates, Fences)	X			PLAYGROUND ASPHALT: CRACKS NEED TO BE FILLED. BOYS RESTROOM 5 D, CR 4, CR 5, CR 7, CR 11: CRACKED UPPER WINDOW. CR 3, CR 6, GIRLS RESTROOM 15 C: DOOR CLOSURE NEEDS ADJUSTMENT. CR 1: UPPER WINDOW CRACKED.

Instructional Materials (School Year 2020-21)

The school district held a public hearing on September 17, 2020, 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 2020 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, 2020						
Grade Levels	Subject	Publisher	Series	Adoption Year	From Most Recent Adoption	% Lacking
TK-5	English/Language Arts	Benchmark Education Company	Benchmark Advance	2016	Yes	0.0%
TK-5	History/Social Studies	Teacher's Curriculum Institute	Social Studies Alive! California Series	2020	Yes	0.0%
TK-5	Mathematics	Eureka Math	Eureka Math	2015	Yes	0.0%
TK-5	Science	Teacher's Curriculum Institute	Bring Science Alive! Exploring Science	2020	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) includes 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). Additionally, the new California Science Test (CAST) based on the Next Generation Science Standards for California Public Schools (CA NGSS) was first administered operationally in the 2018–2019 school year.

The Smarter Balanced Assessment System utilizes computer-adaptive tests and performance tasks that allow students to show what they know and are able to do. Smarter Balanced summative assessment results include student scores, achievement levels, and descriptors that describe performance. These assessment results are only one of several tools used to measure a student's academic performance in ELA/Literacy and mathematics. Smarter Balanced assessment results are most appropriately interpreted alongside other available information about a student's academic achievement, including such measures as District assessments, classroom assignments and grades, classrooms tests, report cards, and teacher feedback.

Due to the COVID-19 pandemic, Executive Order N-30-20 was issued in the spring of 2020. This order waived the requirement for statewide academic testing of Mathematics, English Language Arts, and Science for the 2019–2020 school year. The most current data available to report is from the 2018-19 school year and is reflected in the tables.

The first 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).

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)	57	68	78	66	68	71	48	50	50
Mathematics (Grades 3-8 and 11)	52	64	69	62	64	64	36	38	39
Science (Grades 5, 8, and 10)	--	--	60	--	--	54	--	--	30

The second table displays information on overall student achievement of the school by subject for student groups with all grade levels combined.

	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	223	215	96.41	3.59	78.14	216	96.86	3.14	68.98
Male	115	112	97.39	2.61	78.57	111	96.52	3.48	76.58
Asian	108	103	95.37	4.63	77.67	105	97.22	2.78	60.95
Female	28	27	96.43	3.57	85.19	28	100.00	0.00	85.71
Hispanic or Latino	67	65	97.01	2.99	58.46	64	95.52	4.48	42.19
White	87	85	97.70	2.30	88.24	85	97.70	2.30	82.35
Two or More Races	32	30	93.75	6.25	93.33	30	93.75	6.25	86.67
Socioeconomically Disadvantaged	49	46	93.88	6.12	54.35	47	95.92	4.08	29.79
English Learners	75	72	96.00	4.00	61.11	74	98.67	1.33	50.00
Students with Disabilities	30	29	96.67	3.33	44.83	28	93.33	6.67	42.86

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 Achievement

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 2019-20)

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 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).

The table displays the percent of students at the school meeting fitness standards by grade level, for the most recent testing period. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued. This order waived the requirement to administer the physical fitness performance test results for the 2019–2020 school year. The most current data available to report is from the 2018-19 school year and is reflected in the table. Detailed information regarding this test may be found at the CDE website at http://www.cde.ca.gov/ta/tg/pf/.

Percentage of Students in Healthy Fitness Zone 2018-19			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	31.6%	26.3%	14.5%

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 2020-21)

In typical school years, Landels Elementary School benefits greatly from the involvement of parents and local community partnerships. There are several avenues in which parents may become involved: Parent Teacher Association (PTA), English Language Advisory Council (ELAC), School Site Council, and volunteering in the classrooms.

This year, the school is following guidelines in order to best replicate parent and community volunteerism while adhering to current COVID-19 restrictions.

State Priority: School Climate

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

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Discipline & Climate for Learning

Students at Landels Elementary are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others by using our 12 Social-Emotional Learning (SEL) tools. Students are introduced and reintroduced how to use each of our 12 SEL tools and when to use them and of our school rules and discipline policies at the beginning of the year through expectation assemblies, school tours and classroom presentations. Parents are informed of our 12 SEL tools, school rules and discipline policies at the beginning of the year through Monday morning assemblies, PTA and principal's coffee meetings, and Back to School Night. Throughout the year, behavior expectation policies are reviewed in expectation assemblies every trimester or as needed. In addition, weekly Wednesday newsletters, monthly Principal Chats, Auto Dialer messages, Parent Education Nights, School Site Council, and Monday morning assemblies include positive climate messages and strategies.

Suspensions & 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 suspensions and expulsions rate data are not comparable to prior year data. Since there was not in-person learning for the entire 2019–2020 school year, it would be inappropriate to make any comparisons of the suspensions and expulsions rates in the 2019–2020 school year to the rates in prior school years. Additionally, please note that the suspension and expulsion rate for the state was not available at time of publication.

Suspensions & Expulsions						
	Suspensions			Expulsions		
	17-18	18-19	19-20	17-18	18-19	19-20
School	0.00	0.00	0.00	0.00	0.00	0.00
District	1.05	1.30	0.86	0.00	0.00	0.00
State	3.51	3.50	N/A	0.08	0.10	N/A

Safe School Plan (School Year 2020-21)

The safety of students and staff is a primary concern of Landels Elementary. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan is reviewed and updated annually by the principal, parents, and classified personnel. The plan was most recently updated and reviewed in March 2020. The plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year.

Students are supervised by teachers, the principal, and yard duty supervisors. 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.

During the COVID-19 pandemic, 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, use of personal protective equipment, symptom screening, social distancing, hygiene practices, testing, and responding to positive cases.

Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

School Leadership

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

Class Size

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

	Class Size Distribution											
				Classrooms Containing:								
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	18	19	20	18	19	20	18	19	20	18	19	20
By Grade Level												
K	19	22	27	1	-	-	5	4	3	-	-	-
1	24	21	24	-	1	-	4	3	3	-	-	-
2	22	23	32	-	-	-	4	4	2	-	-	1
3	23	21	21	-	1	-	3	3	4	-	-	-
4	24	31	32	-	-	-	3	2	1	-	-	-
5	29	26	45	-	-	-	3	3	1	-	-	1
Other	7	8	14	1	1	2	-	-	-	-	-	-

Counseling & Support Staff (School Year 2019-20)

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

The table lists the support service personnel available to students at Landels Elementary School. Note: One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Counseling & Support Services Staff	Number of Staff	Full Time Equivalent
Community Engagement Facilitator	1	0.5
Library Technician	1	0.875
Nurse	1	As Needed
Paraprofessional	8	6.0
Psychologist	1	As Needed
Resource Specialist Program (RSP) Teacher	1	1.0
Response to Instruction Teacher (CERT)	2	1.5
Special Day Class (SDC) Teacher	1	1.0
Speech Pathologist	1	As Needed
Teacher on Special Assignment	1	0.5

GATE

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

Individualized Instruction

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

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 2020-21 school year include:

General Education
- SIOP for new teachers and administrators
- Distance Learning : Overview, Expectations, Implementation
- Health and Safety Guidelines
- Virtual Assessment Protocol
- Using Securly - Device Management
- Learning Management System - Google Classroom
- Instructional Technology Trainings: Seesaw 101, Zoom, Kami
- TechSmart Coding Training
- Enhancing Student Engagement over Virtual Platforms
- STEM Connect - Discovery Education Training for Instructional Coaches, STEAM teachers, and administrators
- Digging Deeper into iReady Training for Instructional Coaches, Site Administrators
- Supporting ELs - Small group instruction, RTI, Vocabulary, Designated ELD
- TCi Social Studies Curriculum Training for middle and elementary school teachers
- TCi Science Curriculum Training for elementary school teachers
- Building Inquiry through 5Es Across Content Areas for middle school teachers

Special Education
- Desired Results Developmental Profile 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
- STAR-SOLS Training for teachers of students with autism
- SPIRE Training for Education Specialists
- Legal Training for all staff
- Beginning Technology training for Instructional Assistants
- Deeper Dive into Technology in the classroom for Instructional Assistants
- CPR Certification for Instructional Assistants
- Data Collection training for Instructional Assistants
- Facilitated IEP process for School Psychologists

Classified Staff
Secretaries
- Attendance and Engagement protocols
- COVID-19 training and compliance
- Daily Screeners
- Protocols
- Reporting
- Budget and Purchasing

Food Service
- COVID-19 training and compliance
- Safety

Maintenance, Operations and Transportation
- COVID-19 training and compliance
- Scenario based maintenance and grounds training
- Transportation Training
- Custodian cleaning and safety training

Librarians
- Advanced training on the library catalog system as well as ebook management

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			
	18-19	19-20	20-21
Number of school days dedicated to Staff Development and Continuous Improvement	6	6	6

Curriculum Development

All curriculum development at Landels Elementary School revolves around the California Common Core Standards. Teachers align classroom curriculum to ensure that all students either meet or exceed state proficiency levels. Faculty, subcommittees, the School Site Council, Parent-Focus Groups, English Learner Advisory Committee (ELAC), and the principal evaluate Landels Elementary School's curriculum continuously using assessment data, district benchmarks, and pacing guides. All students have access to the core curriculum. Landels Elementary School provides dedicated time each day for intervention and enrichment through the school's Response to Instruction program. The District provides two additional teachers to support this initiative.

Student progress is monitored through ongoing assessment and is conveyed to parents in a variety of ways including: during parent/teacher conferences held in January, 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 at the end of each trimester. The principal and individual staff members also discuss student's assessment data as needed and appropriate.

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. Landels Elementary School offers the following activities for its students:

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

During the COVID-19 pandemic extracurricular actives are limited to those that can be done safely, while adhering to current COVID-19 restrictions.

Student Recognition

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

- ROAR Awards
- Fifth Grade Moving On Ceremony Awards
- Family Legacy Award
- Reclassification Celebration
- Reading Raffle

Technology 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.

Library Information

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

Additional Internet Access/Public Libraries

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

District Revenue Sources (Fiscal Year 2019-20)

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

District Expenditures (Fiscal Year 2018-19)

The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state. Supplemental/Restricted expenditures come from money whose use is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/Unrestricted expenditures, except for general guidelines, are not controlled by law or donor. The California Department of Education issued guidance to the district in August 2018 regarding how to calculate school-level per-pupil expenditures.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at http://www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: http://www.ed-data.org.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	$7,403
From Supplemental/Restricted Sources	$310
From Basic/Unrestricted Sources	$7,093
District	
From Basic/Unrestricted Sources	$6,913
Percentage of Variation between School & District	2.6%
State	
From Basic/Unrestricted Sources	$7,750
Percentage of Variation between School & State	-8.5%

Teacher & Administrative Salaries (Fiscal Year 2018-19)

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 2018-19	District	State
Beginning Teachers	$63,980	$50,574
Mid-Range Teachers	$93,562	$76,649
Highest Teachers	$114,705	$98,993
Elementary School Principals	$166,366	$125,150
Middle School Principals	$174,648	$129,394
High School Principals	-	$122,053
Superintendent	$246,477	$193,925
Salaries as a Percentage of Total Budget		
Teacher Salaries	33.0%	34.0%
Administrative Salaries	7.0%	6.0%

School Site Teacher Salaries (Fiscal Year 2018-19)

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	$91,175
District	$88,471
Percentage of Variation	3%
School & State	
All Elementary School Districts	$80,565
Percentage of Variation	13.2%

Mountain View Whisman School District

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

Isaac Newton Graham Middle School

1175 Castro Street - Mountain View, CA 94040 - (650) 526-3570
Serving Grades Six through Eight - CDS: 43-69591-6047989
Lauren Petrea, Principal
lpetrea@mvwsd.org
http://graham.mvwsd.org/

2019-20 School Accountability Report Card

Published in the 2020-21 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 + 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 Interim 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, Jr., Laura Ramirez Berman, and Ellen Wheeler 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).

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. Senate Bill 98 suspended the reporting of state and local indicators on the 2020 California School Dashboard and only limited data and information will be posted for the 2020-21 school year. The Dashboard can be accessed at https://www.caschooldashboard.org.

Community & School Profile (School Year 2020-21)

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

The essence of culture at Graham Middle School is defined and formed by the following Five Essential Elements: I Belong, Do No Harm, Pursue Knowledge, Together We Can, and Take Pride. The school was named a California Distinguished School in 2019. We received the California Gold Ribbon Project Cornerstone Caring School Climate Award in the 2014 – 2015 school year. We work diligently to ensure that everyone feels, believes, and acts as part of our caring learning community. Our social emotional learning program consists of training for our students and staff to affirm, model, and reward positive behavior and to recognize and not harm anyone physically, verbally, emotionally, or academically. We provide training to staff, students and parents on what bullying is and how to identify it. Bullying of any form is not tolerated.

Our staff models high expectations and believes that all students will grow in all academic areas. We encourage our students to pursue learning in areas that interest them by providing all students access to high quality electives. We collaborate and work as a team to achieve our goals and experience success. We have an active parent community that supports our work and partners with us to ensure success for all. We are diligent in our efforts to inspire all students to take pride in their school, their work, themselves, each other, and their community. The school receives students from all elementary schools in the district, but the major feeder schools are Bubb, Castro, Huff, and Landels. Graham Middle School students represent the diversity of the City of Mountain View; preparing them for a successful transition to high school, college, and life. The school is also a Project Cornerstone school.

School Attendance

Regular daily attendance is a priority at the school and is an important component of academic achievement. Attendance, tardy, and truancy policies are clearly stated and consistently enforced.

Parents are advised of their responsibilities, including proper notification of when and why students are absent. Attendance is monitored very closely with follow-up phone calls made by the school clerk. Parents are advised of excessive absences through letters and, if necessary, parent conferences. Those students who continue to exhibit excessive absences are directed to the appropriate authorities, including the local Student Attendance Review Board (SARB).

The COVID-19 pandemic has created the necessity of schools to provide students with a quality education while maintaining the health and safety of all students and school staff. Currently, schools are providing distance learning instruction to all students. Students work with teachers from their school online. Teachers provide daily live interaction with students, using a variety of tools to help students learn and complete their assignments. Students are responsible for participating in group classes as well as completing work on their own. They are expected to complete and turn in all assignments for grading.

School Enrollment

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

Enrollment Trend by Grade Level			
	2017-18	2018-19	2019-20
6th	293	288	279
7th	284	285	287
8th	296	292	292
Total	873	865	858

Enrollment by Student Group 2019-20	
	Percentage
Black or African American	0.9
Asian	16.1
Filipino	1.6
Hispanic or Latino	38.3
Native Hawaiian or Pacific Islander	0.2
White	30.3
Two or More Races	12.2
EL Students	13.5
Socioeconomically Disadvantaged	33.1
Students with Disabilities	10.4
Foster Youth	0.3
Homeless	2.4

Conditions of Learning
State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Assignment

The district recruits and employs qualified credentialed teachers. This chart shows information about teacher credentials.

Teacher Credential Status				
	School			District
	18-19	19-20	20-21	20-21
Fully Credentialed	48	49	46	270
Without Full Credentials	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Misassignments refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire semester or year.

Misassignments/Vacancies			
	18-19	19-20	20-21
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	**0**	**0**	**0**
Vacant Teacher Positions	0	0	0

School Facilities (School Year 2020-21)

Graham Middle School sits on 16.87 acres that it shares with maintenance operations and transportation and the preschool at Graham and has 46 permanent rooms. It also has a multi-use room, library, auditorium, and front office space.

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.

Additionally, the school has a COVID-19 checklist and the principal updates the health and cleaning protocol every week. This document is uploaded on the school website.

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). 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 2020). 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: 09/09/2020				
Overall Summary of School Facility Conditions: Good				
Data Collected: October, 2020				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/ HVAC, Sewer)	X			No deficiencies observed
Interior		X		CR 48: CARPET STAINS. CR 42: CHIPPED FLOOR TILE. CR 30: LOOSE LAMINATE ON COUNTER. CR 29 CR 37, CR 38, CR 40: PEELING WALLPAPER. LIBRARY, NURSES ROOM: WATER STAINED CEILING TILES.
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			No deficiencies observed
Electrical	X			CR 32: BROKEN OUTLET COVER. CR 30: DAMAGED OUTLET COVER. CR 36: HANGING ELECTRICAL WIRE. CR 31: LOOSE OUTLET COVER. CR 34: MISSING OUTLET COVER PLATE. STAFF LOUNGE: OUTLET COVER MISSING. CR 39 A, CR 39 B: OUTLET COVER MISSING BEHIND TV.
Restrooms/Fountains	X			STAFF LOUNGE: FAUCET IS LEAKING. AUDITORIUM BOYS RESTROOMS: FIRST SINK FAUCET DOESN'T WORK.
Safety (Fire Safety, Hazardous Materials)	X			No deficiencies observed
Structural (Structural Damage, Roofs)	X			No deficiencies observed
External (Grounds, Windows, Doors, Gates, Fences)	X			CR 20: A COUPLE UPPER WINDOWS CRACKED. CR 34: HOLE IN CLOSET DOOR. CR 21, CR 23, CR 28: PAINT PEELING ON DOOR. CR 36: PEELING PAINT DOOR AND WINDOW. CR 19: PEELING PAINT DOOR CASING. CR 41: SCRATCHES ON GLASS. CR 23, CR 24, CR 25, CR 28: UPPER WINDOW CRACKED.

Instructional Materials (School Year 2020-21)

The school district held a public hearing on September 17, 2020, 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 2020 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, 2020					
Grade Levels	Subject	Publisher	Series	Adoption Year	From Most Recent Adoption	% Lacking
6th-8th	English/Language Arts	McGraw-Hill	StudySync	2016	Yes	0.0%
6th-8th	Mathematics	Eureka Math	Eureka Math	2015	Yes	0.0%
6th-8th	Science	Teacher's Curriculum Institute	Bring Science Alive! Middle School Integrated Science	2020	Yes	0.0%
6th-8th	Social Science/History	Teacher's Curriculum Institute	History Alive! California Middle Schools Program	2019	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) includes 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). Additionally, the new California Science Test (CAST) based on the Next Generation Science Standards for California Public Schools (CA NGSS) was first administered operationally in the 2018–2019 school year.

The Smarter Balanced Assessment System utilizes computer-adaptive tests and performance tasks that allow students to show what they know and are able to do. Smarter Balanced summative assessment results include student scores, achievement levels, and descriptors that describe performance. These assessment results are only one of several tools used to measure a student's academic performance in ELA/Literacy and mathematics. Smarter Balanced assessment results are most appropriately interpreted alongside other available information about a student's academic achievement, including such measures as District assessments, classroom assignments and grades, classrooms tests, report cards, and teacher feedback.

Due to the COVID-19 pandemic, Executive Order N-30-20 was issued in the spring of 2020. This order waived the requirement for statewide academic testing of Mathematics, English Language Arts, and Science for the 2019–2020 school year. The most current data available to report is from the 2018-19 school year and is reflected in the tables.

The first 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).

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)	66	68	69	66	68	71	48	50	50
Mathematics (Grades 3-8 and 11)	65	66	62	62	64	64	36	38	39
Science (Grades 5, 8, and 10)	--	--	54	--	--	54	--	--	30

The second table displays information on overall student achievement of the school by subject for student groups with all grade levels combined.

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	887	857	96.62	3.38	68.84	873	98.42	1.58	61.63
Male	465	450	96.77	3.23	65.56	462	99.35	0.65	62.55
Female	422	407	96.45	3.55	72.48	411	97.39	2.61	60.58
Black or African American	11	11	100.00	0.00	54.55	11	100.00	0.00	54.55
Asian	124	121	97.58	2.42	89.26	124	100.00	0.00	85.48
Filipino	14	14	100.00	0.00	92.86	14	100.00	0.00	57.14
Hispanic or Latino	355	338	95.21	4.79	39.94	349	98.31	1.69	28.37
White	276	267	96.74	3.26	87.64	270	97.83	2.17	85.93
Two or More Races	101	100	99.01	0.99	91.00	99	98.02	1.98	84.85
Socioeconomically Disadvantaged	312	294	94.23	5.77	37.76	306	98.08	1.92	25.49
English Learners	286	267	93.36	6.64	30.71	280	97.90	2.10	23.21
Students with Disabilities	89	87	97.75	2.25	10.34	86	96.63	3.37	9.30

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 Achievement

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 2019-20)

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 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).

The table displays the percent of students at the school meeting fitness standards by grade level, for the most recent testing period. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued. This order waived the requirement to administer the physical fitness performance test results for the 2019–2020 school year. The most current data available to report is from the 2018-19 school year and is reflected in the table. Detailed information regarding this test may be found at the CDE website at http://www.cde.ca.gov/ta/tg/pf/.

Percentage of Students in Healthy Fitness Zone			
2018-19			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	15.2%	25.9%	34.8%

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

Engagement
State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Parent Involvement (School Year 2020-21)

In typical school years, Graham Middle School benefits greatly from the involvement of parents and local community partnerships. There are several avenues in which parents may become involved: School Site Council (SSC), Parent Teacher Association (PTA), English Learners Advisory Committee (ELAC), Graham Performing Arts Council (GPAC), Volunteering time through the PTA, Virtual assemblies and community events, parent education classes, and at school events. We also have a full-time School Community Engagement Facilitator (SCEF) who facilitates parental involvement at Graham. Our SCEF works with school parents to help with navigating the distance learning process, completing surveys, and setting meetings with teachers to discuss student engagement.

Graham also partners with New Generations to provide classroom and after-school tutors. Other community partners are the City of Mountain View, Police Athletic League (PAL), Safe Moves (bicycle safety), the Challenge Team, the Community Health Awareness Council (CHAC), and Foothill College.

Project Cornerstone staff and parent volunteers are actively engaged in bringing Project Cornerstone to Graham. We have a designated room called "The Lounge" where Project Cornerstone volunteers host before school and lunchtime events for students in a "zen" inspired environment. Until we return to campus fully, these events will be virtual. Students make friends, hang out, draw, and talk with caring adults and friends while listening to calming music. We are collaborating with parents to offer online clubs as well.

This year, the school is following guidelines in order to best replicate parent and community volunteerism while adhering to current COVID-19 restrictions.

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 Graham Middle School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. Student behavior policies are sent home with students at the beginning of the school year as well as highlighted in the behavior assembly held during the first week of school. Throughout the year, behavior and discipline policies are reviewed in the weekly bulletins, School Assemblies, Welcome Week, Bear Tracks, and morning announcements.

Suspensions & 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 suspensions and expulsions rate data are not comparable to prior year data. Since there was not in-person learning for the entire 2019–2020 school year, it would be inappropriate to make any comparisons of the suspensions and expulsions rates in the 2019–2020 school year to the rates in prior school years. Additionally, please note that the suspension and expulsion rate for the state was not available at time of publication.

Suspensions & Expulsions						
	Suspensions			Expulsions		
	17-18	18-19	19-20	17-18	18-19	19-20
School	2.33	2.10	1.76	0.00	0.00	0.00
District	1.05	1.30	0.86	0.00	0.00	0.00
State	3.51	3.50	N/A	0.08	0.10	N/A

Safe School Plan (School Year 2020-21)

The safety of students and staff is a primary concern of Graham Middle 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 the School Site Council and teacher representatives. All revisions are communicated with staff. The plan was most recently updated and reviewed in March, 2020.

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 the principal, assistant principal, teachers on yard duty, noon-duty aides, and at-risk supervisor. Noon-duty aides, the at-risk coordinator, the principal, or the assistant principal provide supervision during lunch. The school enforces a closed-campus policy during school hours to ensure student safety. Visitors must sign in at the office, wear a visitor's badge at all times while on campus, and sign out upon leaving the school.

During the COVID-19 pandemic, 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, use of personal protective equipment, symptom screening, social distancing, hygiene practices, testing, and responding to positive cases.

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 Graham Middle School is a responsibility shared among district administration, the principal, instructional staff, students, and parents. At Graham, the Principal and the Assistant Principal work together to share all responsibilities. For 2020-2021 school year, our at-risk counselors and SCEF are responsible for supporting students in attendance and engagement. The Principal of the site works closely with parents and runs Principal's coffee to provide updates to community members. The Principal is responsible for communicating the site's Vision and Mission. The Principal also meets with instructional coaches weekly to plan professional development.

Teacher leadership is an essential component to the Graham culture. Teachers participate and assume leadership roles on Grade-Level Teams, Department Teams, Curriculum Committees, Leadership Team, and the School Site Council (SSC).

Non-teacher support staff also participate in leadership roles as representatives to the District English Learner Advisory Committee (DELAC), and to the School Site Council (SSC). The School Site Council is comprised of teachers, support staff, and parents/community members.

Class Size

The table indicates the average class size by subject area, 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		
	18	19	20	18	19	20	18	19	20	18	19	20
By Grade Level												
6	22	24	19	21	16	58	43	51	51	9	7	10
By Subject Area												
English	19	23	27	20	12	16	14	17	15	-	4	5
Mathematics	28	25	31	2	6	2	13	16	15	5	1	6
Science	22	27	27	14	4	2	14	21	18	1	2	1
Social Science	26	30	28	8	2	-	14	12	20	-	5	-

Counseling & Support Staff (School Year 2019-20)

It is the goal of Graham Middle 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, Graham Middle School employs a School and Community Engagement Facilitator and two At-Risk Supervisors who proactively assist students and families with academic, social and emotional struggles.

The table lists the support service personnel available to students at Graham Middle 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.

Academic Counselor to Student Ratio 2019-20	
	Average Number of Students per Academic Counselor
Academic Counselor(s)	858

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Community Engagement Facilitator	1	1.0
Counselor (Academic, Social/Behavioral or Career Development)	1	1.0
Library Technician	2	1.125
Nurse	1	As Needed
Paraprofessional	12	9.125
Psychologist	1	As Needed
Resource Specialist Program (RSP) Teacher	3	3.0
Speech Pathologist	1	As Needed
Teacher on Special Assignment	3	2.0

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, Special Day Class Teacher and/or Aide, a psychologist, and/or other specialists as determined by their Individualized Education Plan (IEP). Resource teachers co-teach with English Language Arts and Math teachers to better support students with IEPs.

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 2020-21 school year include:

General Education

- SIOP for new teachers and administrators
- Distance Learning : Overview, Expectations, Implementation
- Health and Safety Guidelines
- Virtual Assessment Protocol
- Using Securly - Device Management
- Learning Management System - Google Classroom
- Instructional Technology Trainings: Seesaw 101, Zoom, Kami
- TechSmart Coding Training
- Enhancing Student Engagement over Virtual Platforms
- STEM Connect - Discovery Education Training for Instructional Coaches, STEAM teachers, and administrators
- Digging Deeper into iReady Training for Instructional Coaches, Site Administrators
- Supporting ELs - Small group instruction, RTI, Vocabulary, Designated ELD
- TCi Social Studies Curriculum Training for middle and elementary school teachers
- TCi Science Curriculum Training for elementary school teachers
- Building Inquiry through 5Es Across Content Areas for middle school teachers

Special Education

- Desired Results Developmental Profile 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
- STAR-SOLS Training for teachers of students with autism
- SPIRE Training for Education Specialists
- Legal Training for all staff
- Beginning Technology training for Instructional Assistants
- Deeper Dive into Technology in the classroom for Instructional Assistants
- CPR Certification for Instructional Assistants
- Data Collection training for Instructional Assistants
- Facilitated IEP process for School Psychologists

Classified Staff
Secretaries

- Attendance and Engagement protocols
- COVID-19 training and compliance
- Daily Screeners
- Protocols
- Reporting
- Budget and Purchasing

Food Service

- COVID-19 training and compliance
- Safety

Maintenance, Operations and Transportation

- COVID-19 training and compliance
- Scenario based maintenance and grounds training
- Transportation Training
- Custodian cleaning and safety training

Librarians

- Advanced training on the library catalog system as well as ebook management

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			
	18-19	19-20	20-21
Number of school days dedicated to Staff Development and Continuous Improvement	6	6	6

Curriculum Development

All curriculum development at Graham Middle School revolves around the California Common Core Standards and Frameworks. 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 Graham Middle School's curriculum continuously using assessment data, district benchmarks, and pacing guides. All students have access to the core curriculum.

Student progress is monitored through ongoing assessments and is conveyed to parents every six weeks through progress reports. Additionally, report cards are sent home at the end of each trimester. Parents can also view assessment results through the parent portal after each trimester. The principal and individual staff members also discuss student's assessment data as needed and appropriate.

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. Graham Middle School offers the following activities for its students:

- Academic Recovery
- After-school Dance
- After-school sports
- AVID
- Before-school Choir
- Chess Club
- GMS TV
- Jazz band
- Knitting Club
- Lego Club
- Lunchtime activities
- Math Club
- Pokémon Club
- Robotics
- School Dances
- School play
- The BEAT
- Zero period

During the COVID-19 pandemic extracurricular actives are limited to those that can be done safely, while adhering to current COVID-19 restrictions.

Student Recognition

Graham Middle School students are outstanding young people with a great variety of talents and strengths. It is Graham Middle School's goal to recognize students for their good work and to reinforce those behaviors which contribute to a positive learning community.

Graham Middle School offers the following recognition programs for its students: Awesome Acts, where students receive slips of paper that can be redeemed for prizes (when we are on campus); GMSTV student recognition, students can earn points toward their Block G for citizenship, community service, and the GOAL program where students earn rewards for academics, attendance, and behavior.

Technology 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.

Library Information

Graham Middle School's library, staffed by one full-time library technician is stocked with more than 30,000 books that are available for students to check out. During Distance Learning, Graham school has increase ebooks to make books accessible at home. The Library Technician also runs virtual book clubs to keep students engaged in reading. We have a web page dedicated to updating information about book recommendations for students and online reading resources our families can access. The Library has a modified schedule during distance learning and students can participate in a curbside pick up program.

When we are on campus, the library will be open to students from 7:30 a.m. to 3:30 p.m.

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 2019-20)

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

District Expenditures (Fiscal Year 2018-19)

The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state. Supplemental/Restricted expenditures come from money whose use is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/Unrestricted expenditures, except for general guidelines, are not controlled by law or donor. The California Department of Education issued guidance to the district in August 2018 regarding how to calculate school-level per-pupil expenditures.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at http://www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: http://www.ed-data.org.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	$7,633
From Supplemental/Restricted Sources	$961
From Basic/Unrestricted Sources	$6,672
District	
From Basic/Unrestricted Sources	$6,913
Percentage of Variation between School & District	-3.5%
State	
From Basic/Unrestricted Sources	$7,750
Percentage of Variation between School & State	-13.9%

Teacher & Administrative Salaries (Fiscal Year 2018-19)

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 2018-19	District	State
Beginning Teachers	$63,980	$50,574
Mid-Range Teachers	$93,562	$76,649
Highest Teachers	$114,705	$98,993
Elementary School Principals	$166,366	$125,150
Middle School Principals	$174,648	$129,394
High School Principals	-	$122,053
Superintendent	$246,477	$193,925
Salaries as a Percentage of Total Budget		
Teacher Salaries	33.0%	34.0%
Administrative Salaries	7.0%	6.0%

School Site Teacher Salaries (Fiscal Year 2018-19)

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	$89,605
District	$88,471
Percentage of Variation	1.3%
School & State	
All Elementary School Districts	$80,565
Percentage of Variation	11.2%

Mountain View Whisman School District

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

Frank L. Huff Elementary School

253 Martens Avenue - Mountain View, CA 94040 - (650) 526-3490
Serving Grades Kindergarten through Five - CDS: 43-69591-6047971
Arline Siam, Principal
asiam@mvwsd.org
http://huff.mvwsd.org/

2019-20 School Accountability Report Card

Published in the 2020-21 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 + 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 Interim 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, Jr., Laura Ramirez Berman, and Ellen Wheeler 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).

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. Senate Bill 98 suspended the reporting of state and local indicators on the 2020 California School Dashboard and only limited data and information will be posted for the 2020-21 school year. The Dashboard can be accessed at https://www.caschooldashboard.org.

Community & School Profile (School Year 2020-21)

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

A National Blue Ribbon and 2018 California Distinguished School, Huff 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. A Huff 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 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).

The COVID-19 pandemic has created the necessity of schools to provide students with a quality education while maintaining the health and safety of all students and school staff. Currently, schools are providing distance learning instruction to all students. Students work with teachers from their school online. Teachers provide daily live interaction with students, using a variety of tools to help students learn and complete their assignments. Students are responsible for participating in group classes as well as completing work on their own. They are expected to complete and turn in all assignments for grading.

School Enrollment

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

Enrollment Trend by Grade Level

	2017-18	2018-19	2019-20
K	106	98	91
1st	96	111	81
2nd	110	93	96
3rd	105	114	76
4th	92	103	98
5th	96	91	103
Total	605	610	545

Enrollment by Student Group
2019-20

	Percentage
Black or African American	0.6
Asian	40.7
Filipino	1.5
Hispanic or Latino	8.4
Native Hawaiian or Pacific Islander	0.4
White	35.8
Two or More Races	11.9
EL Students	16.9
Socioeconomically Disadvantaged	6.4
Students with Disabilities	6.4
Foster Youth	0.2
Homeless	0.2

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
	18-19	19-20	20-21	20-21
Fully Credentialed	29	28	24	270
Without Full Credentials	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Misassignments refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire semester or year.

Misassignments/Vacancies

	18-19	19-20	20-21
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	**0**	**0**	**0**
Vacant Teacher Positions	0	0	0

School Facilities (School Year 2020-21)

Huff 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 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.

Additionally, the school has a COVID-19 checklist and the principal updates the health and cleaning protocol every week. This document is uploaded on the school website.

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). 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 2020). 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: 09/09/2020				
Overall Summary of School Facility Conditions: Good				
Data Collected: October, 2020				
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		BOYS RESTROOM 7 D: CUT PIECE OF FLOOR. STAFF LOUNGE RESTROOMS: CUT TILE. GIRLS RESTROOM 11 C: HOLE IN WALL. CLOSET 4 B: HOLES IN CEILING TILES. MENS RESTROOM 15 D, WOMENS RESTROOM 15 C: HOLES NEED TO BE FILLED AFTER DISPENSER INSTALL. ADMIN OFF RECEPTION AREA, PRINCIPAL OFFICE: WATER STAINED CEILING TILE.
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			CUSTODIAL STORAGE 18 C: DIRTY.
Electrical	X			CR 8: ELECTRICAL LINE IS FALLING.
Restrooms/Fountains	X			BOYS RESTROOM 11 D: HAND DRYER NOT WORKING. GIRLS RESTROOM 11 C: MISSING FLOOR DRAIN COVER. GIRLS RESTROOM 5 B, BOYS RESTROOM 11 D: STAINED MIRROR.
Safety (Fire Safety, Hazardous Materials)	X			No deficiencies observed
Structural (Structural Damage, Roofs)	X			No deficiencies observed
External (Grounds, Windows, Doors, Gates, Fences)	X			PLAYGROUNDS ASPHALT: NEEDS TO BE RESEALED AND STRIPED. PARKING LOTS: RE STRIPED. PLAYGROUNDS: RUBBER IS FALLING OFF THE STEP. CR 10: STAINED OR CRACKED WINDOW.

Instructional Materials (School Year 2020-21)

The school district held a public hearing on September 17, 2020, 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 2020 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, 2020 | | | | |
Grade Levels	Subject	Publisher	Series	Adoption Year	From Most Recent Adoption	% Lacking
TK-5	English/Language Arts	Benchmark Education Company	Benchmark Advance	2016	Yes	0.0%
TK-5	History/Social Studies	Teacher's Curriculum Institute	Social Studies Alive! California Series	2020	Yes	0.0%
TK-5	Mathematics	Eureka Math	Eureka Math	2015	Yes	0.0%
TK-5	Science	Teacher's Curriculum Institute	Bring Science Alive! Exploring Science	2020	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) includes 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). Additionally, the new California Science Test (CAST) based on the Next Generation Science Standards for California Public Schools (CA NGSS) was first administered operationally in the 2018–2019 school year.

The Smarter Balanced Assessment System utilizes computer-adaptive tests and performance tasks that allow students to show what they know and are able to do. Smarter Balanced summative assessment results include student scores, achievement levels, and descriptors that describe performance. These assessment results are only one of several tools used to measure a student's academic performance in ELA/Literacy and mathematics. Smarter Balanced assessment results are most appropriately interpreted alongside other available information about a student's academic achievement, including such measures as District assessments, classroom assignments and grades, classrooms tests, report cards, and teacher feedback.

Due to the COVID-19 pandemic, Executive Order N-30-20 was issued in the spring of 2020. This order waived the requirement for statewide academic testing of Mathematics, English Language Arts, and Science for the 2019–2020 school year. The most current data available to report is from the 2018-19 school year and is reflected in the tables.

The first 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).

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)	88	90	88	66	68	71	48	50	50
Mathematics (Grades 3-8 and 11)	87	86	86	62	64	64	36	38	39
Science (Grades 5, 8, and 10)	--	--	78	--	--	54	--	--	30

The second table displays information on overall student achievement of the school by subject for student groups with all grade levels combined.

	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	317	307	96.85	3.15	87.62	315	99.37	86.35	13.65
Male	169	163	96.45	3.55	85.89	168	99.41	85.71	14.29
Female	148	144	97.30	2.70	89.58	147	99.32	87.07	12.93
Asian	113	111	98.23	1.77	93.69	113	100.00	94.69	5.31
Hispanic or Latino	42	39	92.86	7.14	64.10	41	97.62	46.34	53.66
White	114	109	95.61	4.39	90.83	113	99.12	92.04	7.96
Two or More Races	44	44	100.00	0.00	88.64	44	100.00	90.91	9.09
Socioeconomically Disadvantaged	33	29	87.88	12.12	48.28	32	96.97	53.13	46.87
English Learners	89	79	88.76	11.24	81.01	89	100.00	75.28	24.72
Students with Disabilities	29	29	100.00	0.00	37.93	29	100.00	48.28	51.72

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 Achievement

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 2019-20)

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 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).

The table displays the percent of students at the school meeting fitness standards by grade level, for the most recent testing period. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued. This order waived the requirement to administer the physical fitness performance test results for the 2019–2020 school year. The most current data available to report is from the 2018-19 school year and is reflected in the table. Detailed information regarding this test may be found at the CDE website at http://www.cde.ca.gov/ta/tg/pf/.

Percentage of Students in Healthy Fitness Zone			
2018-19			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	18.5%	22.8%	20.7%

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

Engagement
State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Parent Involvement (School Year 2020-21)

In typical school years, Huff 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.

This year, the school is following guidelines in order to best replicate parent and community volunteerism while adhering to current COVID-19 restrictions.

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

The entire Huff 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.

Suspensions & 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 suspensions and expulsions rate data are not comparable to prior year data. Since there was not in-person learning for the entire 2019–2020 school year, it would be inappropriate to make any comparisons of the suspensions and expulsions rates in the 2019–2020 school year to the rates in prior school years. Additionally, please note that the suspension and expulsion rate for the state was not available at time of publication.

Suspensions & Expulsions						
	Suspensions			Expulsions		
	17-18	18-19	19-20	17-18	18-19	19-20
School	0.64	1.40	0.33	0.00	0.00	0.00
District	1.05	1.30	0.86	0.00	0.00	0.00
State	3.51	3.50	N/A	0.08	0.10	N/A

Safe School Plan (School Year 2020-21)

The safety of students and staff is a primary concern of Huff 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 the Huff Advisory Council. The plan was most recently updated and reviewed in March 2020.

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 certificated employees with support from parent volunteers. 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.

During the COVID-19 pandemic, 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, use of personal protective equipment, symptom screening, social distancing, hygiene practices, testing, and responding to positive cases.

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 Huff Elementary School is a responsibility shared among district administration, the principal, instructional staff, students, and parents.

Staff leadership opportunities at Huff 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.

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		
	18	19	20	18	19	20	18	19	20	18	19	20
By Grade Level												
K	21	25	23	-	-	-	5	4	4	-	-	-
1	24	22	20	-	-	2	4	5	2	-	-	-
2	24	23	24	-	-	-	4	4	4	-	-	-
3	24	25	25	-	-	-	5	4	3	-	-	-
4	31	29	25	-	-	1	3	4	3	-	-	-
5	32	30	26	-	-	1	3	3	3	-	-	-
Other	-	-	23	-	-	-	-	-	1	-	-	-

Counseling & Support Staff (School Year 2019-20)

It is the goal of Huff 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, Huff Elementary School employs a School and Community Engagement Facilitator who proactively assists students and families with academic, social and emotional struggles.

The table lists the support service personnel available to students at Huff Elementary School. Note: One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Counseling & Support Services Staff	Number of Staff	Full Time Equivalent
Community Engagement Facilitator	1	0.2
Library Technician	1	0.875
Nurse	1	As Needed
Paraprofessional	5	3.75
Psychologist	1	As Needed
Resource Specialist Program (RSP) Teacher	1	1.0
Response to Instruction Teacher (CERT)	2	2.0
Speech Pathologist	1	As Needed
Teacher on Special Assignment	1	0.5

GATE

With the implementation of the Local Control Funding Formula, the state of California no longer provides specific funding for Gifted and Talented Education (GATE). Consequently, the District no longer formally assesses its students for GATE qualification. Nevertheless, MVWSD is committed to providing challenging and inspiring opportunities for gifted and talented students.

Each school site receives District funding to support enrichment and extracurricular activities designed to challenge students. Huff Elementary School provides enrichment for all including Computer Science, Cooking, Drama, Design Thinking, and Engineering during the school day.

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 students on a pull-out or push-in basis as well as within their classrooms.

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 2020-21 school year include:

General Education

- SIOP for new teachers and administrators
- Distance Learning : Overview, Expectations, Implementation
- Health and Safety Guidelines
- Virtual Assessment Protocol
- Using Securly - Device Management
- Learning Management System - Google Classroom
- Instructional Technology Trainings: Seesaw 101, Zoom, Kami
- TechSmart Coding Training
- Enhancing Student Engagement over Virtual Platforms
- STEM Connect - Discovery Education Training for Instructional Coaches, STEAM teachers, and administrators
- Digging Deeper into iReady Training for Instructional Coaches, Site Administrators
- Supporting ELs - Small group instruction, RTI, Vocabulary, Designated ELD
- TCi Social Studies Curriculum Training for middle and elementary school teachers
- TCi Science Curriculum Training for elementary school teachers
- Building Inquiry through 5Es Across Content Areas for middle school teachers

Special Education

- Desired Results Developmental Profile 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
- STAR-SOLS Training for teachers of students with autism
- SPIRE Training for Education Specialists
- Legal Training for all staff
- Beginning Technology training for Instructional Assistants
- Deeper Dive into Technology in the classroom for Instructional Assistants
- CPR Certification for Instructional Assistants
- Data Collection training for Instructional Assistants
- Facilitated IEP process for School Psychologists

Classified Staff

Secretaries

- Attendance and Engagement protocols
- COVID-19 training and compliance
- Daily Screeners
- Protocols
- Reporting
- Budget and Purchasing

Food Service

- COVID-19 training and compliance
- Safety

Maintenance, Operations and Transportation

- COVID-19 training and compliance
- Scenario based maintenance and grounds training
- Transportation Training
- Custodian cleaning and safety training

Librarians

- Advanced training on the library catalog system as well as ebook management

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			
	18-19	19-20	20-21
Number of school days dedicated to Staff Development and Continuous Improvement	6	6	6

Curriculum Development

All curriculum development at Huff Elementary School revolves around the California Common Core Standards. Teachers align classroom curriculum to ensure that all students either meet or exceed state proficiency levels. Faculty, subcommittees, the School Site Council, Parent-Focus Groups, English Learner Advisory Committee (ELAC), and the principal evaluate Huff Elementary School's curriculum continuously using assessment data, district benchmarks, and pacing guides. All students have access to the core curriculum. Huff 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 January, 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 at the end of each trimester. The principal and individual staff members also discuss student's assessment data as needed and appropriate.

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. Huff Elementary School offers the following activities for its students:

- After-school Chess Club
- Art Club
- Basketball
- Chorus
- Drama
- Engineering
- Garden Club
- Honor Choir
- Math Olympiad
- Soccer
- Tennis
- Whizbots

During the COVID-19 pandemic extracurricular actives are limited to those that can be done safely, while adhering to current COVID-19 restrictions.

Student Recognition

It is Huff 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.

Technology 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.

Library Information

Huff 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.

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 2019-20)

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

District Expenditures (Fiscal Year 2018-19)

The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state. Supplemental/Restricted expenditures come from money whose use is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/Unrestricted expenditures, except for general guidelines, are not controlled by law or donor. The California Department of Education issued guidance to the district in August 2018 regarding how to calculate school-level per-pupil expenditures.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at http://www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: http://www.ed-data.org.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	$6,570
From Supplemental/Restricted Sources	$22
From Basic/Unrestricted Sources	$6,549
District	
From Basic/Unrestricted Sources	$6,913
Percentage of Variation between School & District	-5.3%
State	
From Basic/Unrestricted Sources	$7,750
Percentage of Variation between School & State	-15.5%

Teacher & Administrative Salaries (Fiscal Year 2018-19)

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 2018-19		
	District	State
Beginning Teachers	$63,980	$50,574
Mid-Range Teachers	$93,562	$76,649
Highest Teachers	$114,705	$98,993
Elementary School Principals	$166,366	$125,150
Middle School Principals	$174,648	$129,394
High School Principals	-	$122,053
Superintendent	$246,477	$193,925
Salaries as a Percentage of Total Budget		
Teacher Salaries	33.0%	34.0%
Administrative Salaries	7.0%	6.0%

School Site Teacher Salaries (Fiscal Year 2018-19)

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	$91,592
District	$88,471
Percentage of Variation	3.5%
School & State	
All Elementary School Districts	$80,565
Percentage of Variation	13.7%

Mountain View Whisman School District

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

Gabriela Mistral Elementary School

505 Escuela Avenue - Mountain View, CA 94040 - (650) 526-3575
Serving Grades Kindergarten through Five - CDS: 43-69591-0132373
Claudia Olaciregui, Principal
colaciregui@mvwsd.org

http://mistral.mvwsd.org/

2019-20 School Accountability Report Card

Published in the 2020-21 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 + 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 Interim 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, Jr., Laura Ramirez Berman, and Ellen Wheeler 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).

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. Senate Bill 98 suspended the reporting of state and local indicators on the 2020 California School Dashboard and only limited data and information will be posted for the 2020-21 school year. The Dashboard can be accessed at https://www.caschooldashboard.org.

Community & School Profile (School Year 2020-21)

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

A 2020 California Distinguished School, Mistral Elementary School is a linguistically and culturally vibrant elementary school, where students and parents of diverse backgrounds are welcomed and valued. Our Spanish-English Dual Immersion Program draws students from throughout Mountain View. We strive for academic excellence, and work diligently to maintain a warm, family-centered environment of mutual support.

The 50/50 Two way dual immersion program brings Spanish-speaking and English-speaking students and families together, creating a biliterate and bicultural educational experience. This choice program in the Mountain View Whisman School District is dedicated to promoting fluency, literacy and academic excellence in both Spanish and English.

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

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

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

School Attendance

Regular daily attendance is a priority at the school and is an important component of academic achievement. Attendance, tardy, and truancy policies are clearly stated and consistently enforced.

Parents are advised of their responsibilities, including proper notification of when and why students are absent. Attendance is monitored very closely with follow-up phone calls made by the school clerk. Parents are advised of excessive absences through letters and, if necessary, parent conferences. Those students who continue to exhibit excessive absences are directed to the appropriate authorities, including the local Student Attendance Review Board (SARB).

The COVID-19 pandemic has created the necessity of schools to provide students with a quality education while maintaining the health and safety of all students and school staff. Currently, schools are providing distance learning instruction to all students. Students work with teachers from their school online. Teachers provide daily live interaction with students, using a variety of tools to help students learn and complete their assignments. Students are responsible for participating in group classes as well as completing work on their own. They are expected to complete and turn in all assignments for grading.

School Enrollment

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

Enrollment Trend by Grade Level			
	2017-18	2018-19	2019-20
K	74	69	72
1st	74	67	70
2nd	77	68	62
3rd	59	72	66
4th	56	52	60
5th	49	45	48
Total	389	373	378

Enrollment by Student Group 2019-20	
	Percentage
Black or African American	0.3
Asian	4.5
Hispanic or Latino	61.4
White	24.3
Two or More Races	9.5
EL Students	38.4
Socioeconomically Disadvantaged	42.9
Students with Disabilities	5.6
Homeless	1.9

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
	18-19	19-20	20-21	20-21
Fully Credentialed	19	19	19	270
Without Full Credentials	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Misassignments refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire semester or year.

Misassignments/Vacancies			
	18-19	19-20	20-21
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	0	0
Vacant Teacher Positions	0	0	0

School Facilities (School Year 2020-21)

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

Cleaning Process

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

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

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

Additionally, the school has a COVID-19 checklist and the principal updates the health and cleaning protocol every week. This document is uploaded on the school website.

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). 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 2020). 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: 09/14/2020				
Overall Summary of School Facility Conditions: Good				
Data Collected: October, 2020				
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		WORK ROOM: ELECTRICAL MOLDING COMING LOOSE, WALLPAPER PEELING. NURSES ROOM: HOLE IN CEILING. STAFF LOUNGE: RIPPED CARPET, PEELING WALLPAPER. BOOKROOM: TWO HOLES IN THE WALL, WATER STAIN ON THE CEILING. LIBRARY: WALLPAPER TRIM COMING LOOSE. CR 10, PREESCHOOL 2, PREESCHOOL 3: WATER STAINED CEILING TILE.
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			No deficiencies observed
Electrical	X			CONFERENCE ROOM: BROKEN OUTLET COVER.
Restrooms/Fountains	X			CR 4: WATER PRESSURE NEEDS ADJUSTMENT.
Safety (Fire Safety, Hazardous Materials)	X			No deficiencies observed
Structural (Structural Damage, Roofs)	X			No deficiencies observed
External (Grounds, Windows, Doors, Gates, Fences)		X		SCHOOL PLAY AREA ASPHALT: NEED CRACKS FILLED. CR 5: BROKEN WINDOW. CR 16: DOOR CLOSURE NEEDS ADJUSTMENT. CR 6, CR 7, CR 11, CR 12, CR 13, CR 14, CR 18: PEELING PAINT ON CLOSET DOOR.

Instructional Materials (School Year 2020-21)

The school district held a public hearing on September 17, 2020, 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 2020 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, 2020						
Grade Levels	Subject	Publisher	Series	Adoption Year	From Most Recent Adoption	% Lacking
TK-5	English/Language Arts	Benchmark Education Company	Benchmark Advance	2016	Yes	0.0%
TK-5	History/Social Studies	Teacher's Curriculum Institute	Social Studies Alive! California Series	2020	Yes	0.0%
TK-5	Mathematics	Eureka Math	Eureka Math	2015	Yes	0.0%
TK-5	Science	Teacher's Curriculum Institute	Bring Science Alive! Exploring Science	2020	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) includes 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). Additionally, the new California Science Test (CAST) based on the Next Generation Science Standards for California Public Schools (CA NGSS) was first administered operationally in the 2018–2019 school year.

The Smarter Balanced Assessment System utilizes computer-adaptive tests and performance tasks that allow students to show what they know and are able to do. Smarter Balanced summative assessment results include student scores, achievement levels, and descriptors that describe performance. These assessment results are only one of several tools used to measure a student's academic performance in ELA/Literacy and mathematics. Smarter Balanced assessment results are most appropriately interpreted alongside other available information about a student's academic achievement, including such measures as District assessments, classroom assignments and grades, classrooms tests, report cards, and teacher feedback.

Due to the COVID-19 pandemic, Executive Order N-30-20 was issued in the spring of 2020. This order waived the requirement for statewide academic testing of Mathematics, English Language Arts, and Science for the 2019–2020 school year. The most current data available to report is from the 2018-19 school year and is reflected in the tables.

The first 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).

California Assessment of Student Performance and Progress									
Percent of Students Meeting or Exceeding the State Standards									
Subject	School			District			State		
	2017	2018	2019	2017	2018	2019	2017	2018	2019
English Language Arts/Literacy (Grades 3-8 and 11)	73	65	74	66	68	71	48	50	50
Mathematics (Grades 3-8 and 11)	67	68	67	62	64	64	36	38	39
Science (Grades 5, 8, and 10)	--	--	49	--	--	54	--	--	30

The second table displays information on overall student achievement of the school by subject for student groups with all grade levels combined.

		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	166	158	95.18	4.82	74.05	158	95.18	4.82	67.09
Male	73	70	95.89	4.11	64.29	70	95.89	4.11	62.86
Female	93	88	94.62	5.38	81.82	88	94.62	5.38	70.45
Hispanic or Latino	99	96	96.97	3.03	60.42	96	96.97	3.03	50.00
White	43	38	88.37	11.63	94.74	38	88.37	11.63	94.74
Two or More Races	18	18	100.00	0.00	94.44	18	100.00	0.00	88.89
Socioeconomically Disadvantaged	75	74	98.67	1.33	48.65	74	98.67	1.33	35.14
English Learners	78	77	98.72	1.28	57.14	77	98.72	1.28	46.75
Students with Disabilities	18	12	80.00	20.00	58.33	12	80.00	20.00	50.00

California Assessment of Student Performance and Progress

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 Achievement

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 2019-20)

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 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).

The table displays the percent of students at the school meeting fitness standards by grade level, for the most recent testing period. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued. This order waived the requirement to administer the physical fitness performance test results for the 2019–2020 school year. The most current data available to report is from the 2018-19 school year and is reflected in the table. Detailed information regarding this test may be found at the CDE website at http://www.cde.ca.gov/ta/tg/pf/.

Percentage of Students in Healthy Fitness Zone 2018-19			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	20.0%	22.2%	37.8%

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

Engagement
State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Parent Involvement (School Year 2020-21)

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

This year, the school is following guidelines in order to best replicate parent and community volunteerism while adhering to current COVID-19 restrictions.

State Priority: School Climate

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

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Discipline & Climate for Learning

Students at Mistral Elementary School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. Parents and students are informed of school rules and discipline policies at Back-To-School Night at the start of the school year. Throughout the year behavior and discipline policies are reviewed in school newsletters, parent emails, on the school website, and classroom discussions. All the schools in our district have initiated positive school climate procedures that include specific anti-bullying activities. The Student Study Team, comprised of the principal, school psychologist, specialists, parents, and classroom teacher, help guide students toward academic achievement and social-emotional learning. We currently have two CHAC (Counseling and Mental Health Services) interns who support our student population.

Suspensions & 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 suspensions and expulsions rate data are not comparable to prior year data. Since there was not in-person learning for the entire 2019–2020 school year, it would be inappropriate to make any comparisons of the suspensions and expulsions rates in the 2019–2020 school year to the rates in prior school years. Additionally, please note that the suspension and expulsion rate for the state was not available at time of publication.

	Suspensions & Expulsions					
	Suspensions			Expulsions		
	17-18	18-19	19-20	17-18	18-19	19-20
School	0.51	1.80	0.00	0.00	0.00	0.00
District	1.05	1.30	0.86	0.00	0.00	0.00
State	3.51	3.50	N/A	0.08	0.10	N/A

Safe School Plan (School Year 2020-21)

The safety of students and staff is a primary concern of Mistral Elementary School. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan is reviewed and updated annually. The plan was most recently updated and reviewed in March 2020.

The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year. Students are supervised before school by yard duty personnel, and the principal. After-school supervision is provided by yard duty personnel with noon supervisors covering during lunch, and teachers supervising during recess. The school enforces a closed-campus policy during school hours to ensure student safety. Visitors must sign in at the office, wear a visitor's badge at all times while on campus, and sign out upon leaving the school.

During the COVID-19 pandemic, 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, use of personal protective equipment, symptom screening, social distancing, hygiene practices, testing, and responding to positive cases.

Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

School Leadership

Leadership at Mistral Elementary School is a responsibility shared among district administration, the principal, instructional staff, students, and parents. Leadership opportunities at Mistral Elementary School include a Site Leadership Team, School Site Council (SSC), and English Learner Advisory Committee (ELAC).

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		
	18	19	20	18	19	20	18	19	20	18	19	20
By Grade Level												
K	25	23	24	-	-	-	3	3	3	-	-	-
1	25	22	23	-	-	-	3	3	3	-	-	-
2	26	23	21	-	-	1	3	3	2	-	-	-
3	20	24	22	3	-	-	-	3	3	-	-	-
4	28	26	30	-	-	-	2	2	2	-	-	-
5	25	23	24	-	-	-	2	2	2	-	-	-
Other	-	-	8	-	-	1	-	-	-	-	-	-

Counseling & Support Staff (School Year 2019-20)

It is the goal of Mistral Elementary School to assist students in their social and personal development as well as academics. The school gives special attention to students who experience 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, Mistral Elementary School employs a School and Community Engagement Facilitator who proactively assists students and families with academic, social and emotional struggles.

The table lists the support service personnel available to students at Mistral Elementary School. Note: One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Counseling & Support Services Staff	Number of Staff	Full Time Equivalent
Community Engagement Facilitator	1	1.0
Library Technician	1	0.5
Nurse	1	As Needed
Paraprofessional	1	0.75
Psychologist	1	As Needed
Resource Specialist Program (RSP) Teacher	1	1.0
Response to Instruction Teacher (CERT)	2	1.5
Speech Pathologist	1	As Needed
Teacher on Special Assignment	1	0.5

GATE

With the implementation of the Local Control Funding Formula, the state of California no longer provides specific funding for Gifted and Talented Education (GATE). Consequently, the District no longer formally assesses its students for GATE qualification. Nevertheless, MVWSD is committed to providing challenging and inspiring opportunities for gifted and talented students. Each school site receives District funding to support enrichment and extracurricular activities designed to challenge students.

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

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.

English Language Learners

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

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

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 2020-21 school year include:

General Education
- SIOP for new teachers and administrators
- Distance Learning : Overview, Expectations, Implementation
- Health and Safety Guidelines
- Virtual Assessment Protocol
- Using Securly - Device Management
- Learning Management System - Google Classroom
- Instructional Technology Trainings: Seesaw 101, Zoom, Kami
- TechSmart Coding Training
- Enhancing Student Engagement over Virtual Platforms
- STEM Connect - Discovery Education Training for Instructional Coaches, STEAM teachers, and administrators
- Digging Deeper into iReady Training for Instructional Coaches, Site Administrators
- Supporting ELs - Small group instruction, RTI, Vocabulary, Designated ELD
- TCi Social Studies Curriculum Training for middle and elementary school teachers
- TCi Science Curriculum Training for elementary school teachers
- Building Inquiry through 5Es Across Content Areas for middle school teachers

Special Education
- Desired Results Developmental Profile 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
- STAR-SOLS Training for teachers of students with autism
- SPIRE Training for Education Specialists
- Legal Training for all staff
- Beginning Technology training for Instructional Assistants
- Deeper Dive into Technology in the classroom for Instructional Assistants
- CPR Certification for Instructional Assistants
- Data Collection training for Instructional Assistants
- Facilitated IEP process for School Psychologists

Classified Staff

Secretaries
- Attendance and Engagement protocols
- COVID-19 training and compliance
- Daily Screeners
- Protocols
- Reporting
- Budget and Purchasing

Food Service
- COVID-19 training and compliance
- Safety

Maintenance, Operations and Transportation
- COVID-19 training and compliance
- Scenario based maintenance and grounds training
- Transportation Training
- Custodian cleaning and safety training

Librarians
- Advanced training on the library catalog system as well as ebook management

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			
	18-19	19-20	20-21
Number of school days dedicated to Staff Development and Continuous Improvement	6	6	6

Curriculum Development

All curriculum development at Mistral Elementary School revolves around the California Common Core Standards. Teachers align classroom curriculum to ensure that all students either meet or exceed state proficiency levels. Faculty, subcommittees, the School Site Council, ELAC, and the principal evaluate Mistral Elementary School's curriculum continuously using assessment data, district benchmarks, and pacing guides. All students have access to the core curriculum. Mistral Elementary provides dedicated time twice weekly for intervention and enrichment through the school's Response to Instruction program. The District provides two additional STEAM teachers to support this initiative.

Student progress is monitored through ongoing assessment and is conveyed to parents in a variety of ways including: during parent/teacher conferences held in January, 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 at the end of each trimester. The principal and individual staff members also discuss student's assessment data as needed and appropriate.

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

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

During the COVID-19 pandemic extracurricular actives are limited to those that can be done safely, while adhering to current COVID-19 restrictions.

Student Recognition

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

Technology 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.

Library Information

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

Additional Internet Access/Public Libraries

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

District Revenue Sources (Fiscal Year 2019-20)

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

District Expenditures (Fiscal Year 2018-19)

The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state. Supplemental/Restricted expenditures come from money whose use is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/Unrestricted expenditures, except for general guidelines, are not controlled by law or donor. The California Department of Education issued guidance to the district in August 2018 regarding how to calculate school-level per-pupil expenditures.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at http://www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: http://www.ed-data.org.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	$7,403
From Supplemental/Restricted Sources	$141
From Basic/Unrestricted Sources	$7,262
District	
From Basic/Unrestricted Sources	$6,913
Percentage of Variation between School & District	5.0%
State	
From Basic/Unrestricted Sources	$7,750
Percentage of Variation between School & State	-6.3%

Teacher & Administrative Salaries (Fiscal Year 2018-19)

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 2018-19	District	State
Beginning Teachers	$63,980	$50,574
Mid-Range Teachers	$93,562	$76,649
Highest Teachers	$114,705	$98,993
Elementary School Principals	$166,366	$125,150
Middle School Principals	$174,648	$129,394
High School Principals	-	$122,053
Superintendent	$246,477	$193,925
Salaries as a Percentage of Total Budget		
Teacher Salaries	33.0%	34.0%
Administrative Salaries	7.0%	6.0%

School Site Teacher Salaries (Fiscal Year 2018-19)

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	$88,338
District	$88,471
Percentage of Variation	-0.2%
School & State	
All Elementary School Districts	$80,565
Percentage of Variation	9.6%

Mountain View Whisman School District

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

Monta Loma Elementary School

460 Thompson Avenue - Mountain View, CA 94043 - (650) 903-6915
Serving Grades Kindergarten through Five - CDS: 43-69591-6049480
Trisha Lee, Principal
tlee@mvwsd.org
http://montaloma.mvwsd.org/

2019-20 School Accountability Report Card

Published in the 2020-21 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 + 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 Interim 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, Jr., Laura Ramirez Berman, and Ellen Wheeler 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).

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. Senate Bill 98 suspended the reporting of state and local indicators on the 2020 California School Dashboard and only limited data and information will be posted for the 2020-21 school year. The Dashboard can be accessed at https://www.caschooldashboard.org.

Community & School Profile (School Year 2020-21)

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

A California Distinguished School, Monta Loma Elementary is committed to challenging students to reach their academic and social potential to prepare them for success in the world ahead. We provide opportunities for children to develop a positive attitude toward school and learning. Teachers challenge students to think critically, solve problems, communicate effectively, and collaborate with peers. Our teachers participate in professional development and collaborate with each other to continually improve instructional practice, plan engaging lessons, and provide differentiation for all learners.

At Monta Loma, our staff, students, and families work together in order to provide a safe and caring environment for all students based on our core values of Respect, Responsibility, Courage, Compassion, and Hard Work. Our core values are the heart of our school climate and are what guides our behavior and actions in each and every classroom. Students are recognized for demonstrating our core values throughout the year with weekly Leopard Spot Winners and monthly Leopard Leader Awards.

Families are a critical component of successful students and we warmly welcome them to participate in their child's educational experience. We emphasize parent engagement through a variety of community building events, parent education, and opportunities for parents to contribute to the greater school community. Our goal is for all families to participate in some manner in their child's education during the course of the year, with a target of attending 5 events per family per year. Participation may include volunteering at events or in the classroom, attending PTA, ELAC, Site Council, or other school meetings, and much more.

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).

The COVID-19 pandemic has created the necessity of schools to provide students with a quality education while maintaining the health and safety of all students and school staff. Currently, schools are providing distance learning instruction to all students. Students work with teachers from their school online. Teachers provide daily live interaction with students, using a variety of tools to help students learn and complete their assignments. Students are responsible for participating in group classes as well as completing work on their own. They are expected to complete and turn in all assignments for grading.

School Enrollment

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

Enrollment Trend by Grade Level

	2017-18	2018-19	2019-20
K	63	69	58
1st	69	69	56
2nd	87	70	64
3rd	68	83	53
4th	76	64	54
5th	85	70	59
Total	448	425	344

Enrollment by Student Group 2019-20

	Percentage
Black or African American	5.8
Asian	9.0
Filipino	4.1
Hispanic or Latino	36.0
Native Hawaiian or Pacific Islander	1.5
White	32.3
Two or More Races	10.8
EL Students	23.3
Socioeconomically Disadvantaged	38.4
Students with Disabilities	12.8
Homeless	2.0

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
	18-19	19-20	20-21	20-21
Fully Credentialed	22	18	18	270
Without Full Credentials	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Misassignments refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire semester or year.

Misassignments/Vacancies

	18-19	19-20	20-21
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	0	0
Vacant Teacher Positions	0	0	0

School Facilities (School Year 2020-21)

Monta Loma Elementary sits on 10.28 acres and has 27 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.

Additionally, the school has a COVID-19 checklist and the principal updates the health and cleaning protocol every week. This document is uploaded on the school website.

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). 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 2020). 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: 09/11/2020				
Overall Summary of School Facility Conditions: Good				
Data Collected: October, 2020				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/ HVAC, Sewer)	X			No deficiencies observed
Interior		X		CR 11: CEILING TILE FRAME COMING LOOSE. CR 21: CEILING TILE FRAME FALLING. CR 25: CEILING TILES FALLING. KITCHEN: HOLE IN CEILING AND PEELING PAINT. CR 20: LAMINATE TOP COMING OFF. ELECTRICAL CLOSETS: MISSING FLOOR TILES. STAFF LOUNGE, CR 11, CR 22: PEELING PAINT AROUND SOAP DISPENSER. STAFF RESTROOMS: STAIN IN MIRROR MENS, STAINED CEILING WOMENS. ADMIN OFICE: STAIN ON CEILING TILES.
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			STORAGE RM BY RM 21: DIRTY SPIDER WEBS. BOYS RESTROOM BY ROOM 15: DRIED PAPER TOWEL BALLS ON CEILING.
Electrical	X			PRINCIPAL OFFICE: ELECTRICAL OUTLET COVER MISSING. COMMUNITY ROOM: LIGHT OUT FIRST BY DOOR.
Restrooms/Fountains	X			CR 1: DRINKING FOUNTAIN FLOW IS LOW. CR 20: FOUNTAIN KNOB BROKEN. CR 8: SLOW WATER FLOW DRINKING FOUNTAIN. CR 6: WATER FOUNTAIN KNOB LOOSE.
Safety (Fire Safety, Hazardous Materials)	X			No deficiencies observed
Structural (Structural Damage, Roofs)	X			No deficiencies observed
External (Grounds, Windows, Doors, Gates, Fences)		X		PLAYGROUND AREA ASPHALT: CRACKS IN ASPHALT NEED TO BE FILLED. CR 7, CR 10, CR 15, CR 16, CR 17, CR 18, CR 21, CR 24: DOOR CLOSURE NEEDS ADJUSTMENT. CR 19: DOOR JAM BROKEN, MISSING SCREW STRIKE PLATE, DOOR CLOSURE NEEDS ADJUSTMENT. CR 6: DOOR NEEDS ADJUSTMENT, DOOR TRIM BROKEN. CR 23, CR 25: DOOR NEEDS REPAINT.

Instructional Materials (School Year 2020-21)

The school district held a public hearing on September 17, 2020, 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 2020 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, 2020						
Grade Levels	Subject	Publisher	Series	Adoption Year	From Most Recent Adoption	% Lacking
TK-5	English/Language Arts	Benchmark Education Company	Benchmark Advance	2016	Yes	0.0%
TK-5	History/Social Studies	Teacher's Curriculum Institute	Social Studies Alive! California Series	2020	Yes	0.0%
TK-5	Mathematics	Eureka Math	Eureka Math	2015	Yes	0.0%
TK-5	Science	Teacher's Curriculum Institute	Bring Science Alive! Exploring Science	2020	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) includes 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). Additionally, the new California Science Test (CAST) based on the Next Generation Science Standards for California Public Schools (CA NGSS) was first administered operationally in the 2018–2019 school year.

The Smarter Balanced Assessment System utilizes computer-adaptive tests and performance tasks that allow students to show what they know and are able to do. Smarter Balanced summative assessment results include student scores, achievement levels, and descriptors that describe performance. These assessment results are only one of several tools used to measure a student's academic performance in ELA/Literacy and mathematics. Smarter Balanced assessment results are most appropriately interpreted alongside other available information about a student's academic achievement, including such measures as District assessments, classroom assignments and grades, classrooms tests, report cards, and teacher feedback.

Due to the COVID-19 pandemic, Executive Order N-30-20 was issued in the spring of 2020. This order waived the requirement for statewide academic testing of Mathematics, English Language Arts, and Science for the 2019–2020 school year. The most current data available to report is from the 2018-19 school year and is reflected in the tables.

The first 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).

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)	50	62	57	66	68	71	48	50	50
Mathematics (Grades 3-8 and 11)	44	51	47	62	64	64	36	38	39
Science (Grades 5, 8, and 10)	--	--	37	--	--	54	--	--	30

The second table displays information on overall student achievement of the school by subject for student groups with all grade levels combined.

		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	212	209	98.58	1.42	56.94	209	98.58	1.42	46.89
Male	109	106	97.25	2.75	57.55	106	97.25	2.75	44.34
Female	103	103	100.00	0.00	56.31	103	100.00	0.00	49.51
Asian	12	12	100.00	0.00	66.67	12	100.00	0.00	83.33
Filipino	12	13	100.00	0.00	53.85	13	100.00	0.00	53.85
Hispanic or Latino	100	99	99.00	1.00	45.45	99	99.00	1.00	26.26
White	59	58	98.31	1.69	81.03	58	98.31	1.69	70.69
Two or More Races	19	18	94.74	5.26	55.56	18	94.74	5.26	61.11
Socioeconomically Disadvantaged	99	98	98.99	1.01	37.76	98	98.99	1.01	24.49
English Learners	78	77	98.72	1.28	35.06	77	98.72	1.28	27.27
Students with Disabilities	33	31	93.94	6.06	32.26	31	93.94	6.06	12.90

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 Achievement

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 2019-20)

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 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).

The table displays the percent of students at the school meeting fitness standards by grade level, for the most recent testing period. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued. This order waived the requirement to administer the physical fitness performance test results for the 2019–2020 school year. The most current data available to report is from the 2018-19 school year and is reflected in the table. Detailed information regarding this test may be found at the CDE website at http://www.cde.ca.gov/ta/tg/pf/.

Percentage of Students in Healthy Fitness Zone 2018-19			
Grade Level	**Four of Six Standards**	**Five of Six Standards**	**Six of Six Standards**
5	30.4%	14.5%	10.1%

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 2020-21)

In typical school years, Monta Loma Elementary School proudly encourages parent participation. We believe that parents are an essential component of the school community. Parents and family members have many opportunities to participate at school including, but not limited to volunteering in the classroom, participating with the Parent Teacher Association (PTA), School Site Council (SSC), or English Learner Advisory Committee (ELAC), and attending after-school, evening, and weekend events. Staff hosts information nights for curricular areas and topics of interest each year.

This year, the school is following guidelines in order to best replicate parent and community volunteerism while adhering to current COVID-19 restrictions.

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 Monta Loma Elementary School are expected to behave in a manner that demonstrates our core values of Respect, Responsibility, Courage, Compassion, and Hard Work. School and classroom rules are all guided by these values. Parents and students are informed of school rules and discipline policies through the parent handbook, which is available in English and Spanish.

The school focuses on building student's abilities to recognize different feelings and identify strategies to address them. The school day has mindfulness moments built into it. Monta Loma Elementary School implements Responsive Classroom practices as part of our positive campus climate plan, with an emphasis on classroom meetings, interactive modeling, logical consequences, and positive teacher language. Our goal is to create positive and safe classroom climates where students can take risks, self-reflect, and self-advocate.

Suspensions & 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 suspensions and expulsions rate data are not comparable to prior year data. Since there was not in-person learning for the entire 2019–2020 school year, it would be inappropriate to make any comparisons of the suspensions and expulsions rates in the 2019–2020 school year to the rates in prior school years. Additionally, please note that the suspension and expulsion rate for the state was not available at time of publication.

Suspensions & Expulsions						
	Suspensions			Expulsions		
	17-18	18-19	19-20	17-18	18-19	19-20
School	1.04	0.90	0.52	0.00	0.00	0.00
District	1.05	1.30	0.86	0.00	0.00	0.00
State	3.51	3.50	N/A	0.08	0.10	N/A

Safe School Plan (School Year 2020-21)

The safety of students and staff is a primary concern of Monta Loma 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 the School Site Council, parents, and faculty. The plan was most recently updated and reviewed in March 2020.

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 teachers and the principal. Noon duty supervisors provide supervision during lunch. The school enforces a closed-campus policy during school hours to ensure student safety. Visitors must sign in at the office, wear a visitor's badge at all times while on campus, and sign out upon leaving the school.

During the COVID-19 pandemic, 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, use of personal protective equipment, symptom screening, social distancing, hygiene practices, testing, and responding to positive cases.

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 Monta Loma Elementary School is a responsibility shared among district administration, the principal, faculty, staff, students, and parents.

Staff leadership opportunities at Monta Loma Elementary School include the Leadership Team, District Committees, ELAC, and School Site Council representatives. Staff also engages in leading programs and informative events for families.

Additionally, students regularly plan and lead community events such as Spirit Days and community service projects that support the community beyond our school campus.

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		
	18	19	20	18	19	20	18	19	20	18	19	20
By Grade Level												
K	21	23	17	2	-	3	1	3	-	-	-	-
1	23	23	27	-	-	-	3	3	2	-	-	-
2	22	23	20	1	-	3	3	3	-	-	-	-
3	23	28	26	-	-	-	3	3	2	-	-	-
4	25	-	26	-	-	-	3	-	2	-	-	-
5	28	27	30	-	-	-	3	5	2	-	-	-
Other	-	-	11	-	-	3	-	-	-	-	-	-

Counseling & Support Staff (School Year 2019-20)

It is the goal of Monta Loma 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 one counseling intern to assist students with their emotional needs. Currently, Monta Loma Elementary School employs a School and Community Engagement Facilitator and an At-Risk Supervisor who proactively assist students and families with academic, social and emotional struggles.

The table lists the support service personnel available to students at Monta Loma Elementary School. Note: One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Counseling & Support Services Staff	Number of Staff	Full Time Equivalent
Community Engagement Facilitator	1	1.0
Library Technician	1	0.875
Nurse	1	As Needed
Paraprofessional	8	6.0
Psychologist	1	As Needed
Resource Specialist Program (RSP) Teacher	1	1.0
Response to Instruction Teacher (CERT)	1	1.0
Special Day Class (SDC) Teacher	2	2.0
Speech Pathologist	1	As Needed
Teacher on Special Assignment	1	0.5

GATE

With the implementation of the Local Control Funding Formula, the state of California no longer provides specific funding for Gifted and Talented Education (GATE). Consequently, the District no longer formally assesses its students for GATE qualification. Nevertheless, MVWSD is committed to providing challenging and inspiring opportunities for all our students based on their individual needs, including our gifted and talented students. At Monta Loma, we have built into our school day, opportunities for each students' individualized needs met. 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).

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 2020-21 school year include:

General Education

- SIOP for new teachers and administrators
- Distance Learning : Overview, Expectations, Implementation
- Health and Safety Guidelines
- Virtual Assessment Protocol
- Using Securly - Device Management
- Learning Management System - Google Classroom
- Instructional Technology Trainings: Seesaw 101, Zoom, Kami
- TechSmart Coding Training
- Enhancing Student Engagement over Virtual Platforms
- STEM Connect - Discovery Education Training for Instructional Coaches, STEAM teachers, and administrators
- Digging Deeper into iReady Training for Instructional Coaches, Site Administrators
- Supporting ELs - Small group instruction, RTI, Vocabulary, Designated ELD
- TCi Social Studies Curriculum Training for middle and elementary school teachers
- TCi Science Curriculum Training for elementary school teachers
- Building Inquiry through 5Es Across Content Areas for middle school teachers

Special Education

- Desired Results Developmental Profile 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
- STAR-SOLS Training for teachers of students with autism
- SPIRE Training for Education Specialists
- Legal Training for all staff
- Beginning Technology training for Instructional Assistants
- Deeper Dive into Technology in the classroom for Instructional Assistants
- CPR Certification for Instructional Assistants
- Data Collection training for Instructional Assistants
- Facilitated IEP process for School Psychologists

Classified Staff
Secretaries

- Attendance and Engagement protocols
- COVID-19 training and compliance
- Daily Screeners
- Protocols
- Reporting
- Budget and Purchasing

Food Service

- COVID-19 training and compliance
- Safety

Maintenance, Operations and Transportation

- COVID-19 training and compliance
- Scenario based maintenance and grounds training
- Transportation Training
- Custodian cleaning and safety training

Librarians

- Advanced training on the library catalog system as well as ebook management

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			
	18-19	19-20	20-21
Number of school days dedicated to Staff Development and Continuous Improvement	6	6	6

Curriculum Development

All curriculum development at Monta Loma Elementary School revolves around the California Common Core Standards and Frameworks. 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 the school's curriculum continuously using assessment data, district benchmarks, and pacing guides. All students have access to the core curriculum. Monta Loma Elementary School provides dedicated time each day for intervention and enrichment through the school's Response to Instruction program. The District provides an additional teacher to support this initiative. Additionally, What I Need (WIN) Time is built into the master schedule for regular ELD instruction.

Student progress is monitored through ongoing assessment and is conveyed to parents in a variety of ways including: during parent/teacher conferences held in January, 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 at the end of each trimester. The principal and individual staff members also discuss student's assessment data as needed and appropriate.

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. Monta Loma Elementary School offers the following activities for its students:

- After-school Art Program
- Beyond the Bell
- Chess Club
- Chorus
- Classroom Enrichment
- Coding
- Drama
- Garden Club
- Learning Labs
- Lego Robotics Club
- Living Classroom
- Police Academy League (PAL)
- Right at School
- Sports, including, soccer, basketball, and yoga
- Student Council
- Talent Show
- Tech Museum of Innovation Tech Challenge
- YMCA

During the COVID-19 pandemic extracurricular actives are limited to those that can be done safely, while adhering to current COVID-19 restrictions.

Student Recognition

It is Monta Loma Elementary School's goal to recognize students for exemplifying the core values of Respect, Responsibility, Courage, Compassion, and Hard Work. Students who are "spotted" demonstrating a core value are given "Leopard Spots" that can be used in the student store. Additionally, each month two students from each classroom are recognized at our Monday Launch for exemplifying the core value of the month. Every trimester one student per grade level is recognized as a Leopard Leader for demonstrating all five values consistently.

Technology 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.

Library Information

Monta Loma Elementary School's library, staffed by a part-time library technician, is stocked with more than 10,000 books that are available for students to check out. Students visit the library weekly with their class and can access the library during recess. Additionally, we have increased our collection and accessibility with the purchase of e-books.

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 2019-20)

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

District Expenditures (Fiscal Year 2018-19)

The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state. Supplemental/Restricted expenditures come from money whose use is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/Unrestricted expenditures, except for general guidelines, are not controlled by law or donor. The California Department of Education issued guidance to the district in August 2018 regarding how to calculate school-level per-pupil expenditures.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at http://www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: http://www.ed-data.org.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	$7,166
From Supplemental/Restricted Sources	$454
From Basic/Unrestricted Sources	$6,711
District	
From Basic/Unrestricted Sources	$6,913
Percentage of Variation between School & District	-2.9%
State	
From Basic/Unrestricted Sources	$7,750
Percentage of Variation between School & State	-13.4%

Teacher & Administrative Salaries (Fiscal Year 2018-19)

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 2018-19	District	State
Beginning Teachers	$63,980	$50,574
Mid-Range Teachers	$93,562	$76,649
Highest Teachers	$114,705	$98,993
Elementary School Principals	$166,366	$125,150
Middle School Principals	$174,648	$129,394
High School Principals	-	$122,053
Superintendent	$246,477	$193,925
Salaries as a Percentage of Total Budget		
Teacher Salaries	33.0%	34.0%
Administrative Salaries	7.0%	6.0%

School Site Teacher Salaries (Fiscal Year 2018-19)

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	$84,718
District	$88,471
Percentage of Variation	-4.2%
School & State	
All Elementary School Districts	$80,565
Percentage of Variation	5.2%

Mountain View Whisman School District

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

Stevenson Elementary School

750 San Pierre Way - Mountain View, CA 94043 - (650) 903-6950
Serving Grades Kindergarten through Five - CDS: 43-69591-6049464
Ryan Santiago, Principal
rsantiago@mvwsd.org
http://stevenson.mvwsd.org/

2019-20 School Accountability Report Card

Published in the 2020-21 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 + 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 Interim 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, Jr., Laura Ramirez Berman, and Ellen Wheeler 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).

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. Senate Bill 98 suspended the reporting of state and local indicators on the 2020 California School Dashboard and only limited data and information will be posted for the 2020-21 school year. The Dashboard can be accessed at https://www.caschooldashboard.org.

Community & School Profile (School Year 2020-21)

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

Stevenson Elementary School, one of Mountain View's choice schools, is committed to educating the whole child in a collaborative community. A California Distinguished School, Stevenson was founded on the fundamental belief in the importance of teachers, children, and parents working together to create a vibrant learning environment. Stevenson is committed to providing a balanced education that teaches to the whole child, incorporating the intellectual, creative, social, physical, and emotional growth of our students.

At Stevenson, we believe that by utilizing a developmental approach grounded in hands-on education, students will realize their full potential as independent thinkers, life-long learners, and responsible citizens.

In order to prepare our students for the 21st century, we use Project Based Learning (PBL) that spans multiple disciplines. In these projects, students investigate answers to questions such as, "How did social status determine an individual's quality of life in colonial America?" or "How do resources impact people's decisions to produce and consume?" One unique aspect of PBL is that students are faced with the challenge of answering these questions on their own or via collaboration with their peers. Students are guided to look at questions in a different way, as opposed to giving up or asking the teacher for the correct answer. The ability to examine problems differently, with the understanding that there is more than one way to find an answer, has been shown by research to be a predictor of academic success later in life. Once the students answer their question, they revise their work and present their learning to an authentic audience.

Along with PBL, we offer a variety of educational programs including gardening, music, art, cooking, and Arts Focus. Arts Focus is a multi-grade level program that gives students the opportunity to explore different forms of art.

Much of what we do at our school is achievable thanks to the collaborative community of Stevenson families, students and staff. Parents and guardians partner with teachers and volunteer with school committees and projects. At Stevenson, we value all parent/guardian involvement and work with all families to provide a variety of ways to be connected with our school community.

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).

The COVID-19 pandemic has created the necessity of schools to provide students with a quality education while maintaining the health and safety of all students and school staff. Currently, schools are providing distance learning instruction to all students. Students work with teachers from their school online. Teachers provide daily live interaction with students, using a variety of tools to help students learn and complete their assignments. Students are responsible for participating in group classes as well as completing work on their own. They are expected to complete and turn in all assignments for grading.

School Enrollment

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

Enrollment Trend by Grade Level

	2017-18	2018-19	2019-20
K	72	97	70
1st	73	72	95
2nd	71	71	71
3rd	48	72	71
4th	63	56	66
5th	64	59	57
Total	391	427	430

Enrollment by Student Group
2019-20

	Percentage
Black or African American	0.5
American Indian or Alaska Native	0.2
Asian	32.3
Filipino	1.2
Hispanic or Latino	10.7
Native Hawaiian or Pacific Islander	0.2
White	36.5
Two or More Races	17.4
EL Students	6.7
Socioeconomically Disadvantaged	6.0
Students with Disabilities	6.7
Foster Youth	0.2

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
	18-19	19-20	20-21	20-21
Fully Credentialed	21	21	21	270
Without Full Credentials	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Misassignments refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire semester or year.

Misassignments/Vacancies

	18-19	19-20	20-21
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	**0**	**0**	**0**
Vacant Teacher Positions	0	0	0

School Facilities (School Year 2020-21)

Stevenson Elementary sits on 16.96 acres that is shared with Theuerkauf and the District Office. It has 21 permanent rooms, a multi-use room, a library, two playgrounds, and front office space with a staff room.

Cleaning Process

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

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

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

Additionally, the school has a COVID-19 checklist and the principal updates the health and cleaning protocol every week. This document is uploaded on the school website.

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). 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 2020). 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: 09/14/2020				
Overall Summary of School Facility Conditions: Good				
Data Collected: October, 2020				
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		LIBRARY: BROKEN CURTAIN. CR 4A: CRACKED CEILING TILE. CR 5, CR 8, OFFICE A: HOLE IN CEILING. CR 20: HOLE IN WALL. CR 21: HOLE IN WALLS. PRINCIPAL OFFICE: LOOSE CEILING TILE. MUR: PEELED PAINT IN FRONT OF STAGE. CR 19: RIPPED WALLPAPER. CONFERENCE ROOM, KITCHEN, CR 13, CR 19: WATER STAINED CEILING TILE. CR 20: WATER STAINED CEILING TILES.
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			No deficiencies observed
Electrical	X			IDF IT STORAGE: MISSING OUTLET COVER, LIGHT COVERS COMING OFF. CR 3: ONE LIGHT IS OUT. CR 10A: WALL OUTLET MISSING COVER.
Restrooms/Fountains	X			CR 15, CR 16: LOOSE DRINKING FOUNTAIN. CR 6: WATER FOUNTAIN NEEDS ADJUSTMENT.
Safety (Fire Safety, Hazardous Materials)	X			No deficiencies observed
Structural (Structural Damage, Roofs)	X			No deficiencies observed
External (Grounds, Windows, Doors, Gates, Fences)	X			BOYS RESTROOM BY OFFICE, CR 9A, CR 1, CR 2, CR 11, CR 14, CR 17: DOOR CLOSURE NEEDS ADJUSTMENT.

Instructional Materials (School Year 2020-21)

The school district held a public hearing on September 17, 2020, 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 2020 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, 2020				
Grade Levels	Subject	Publisher	Series	Adoption Year	From Most Recent Adoption	% Lacking
TK-5	English/Language Arts	Benchmark Education Company	Benchmark Advance	2016	Yes	0.0%
TK-5	History/Social Studies	Teacher's Curriculum Institute	Social Studies Alive! California Series	2020	Yes	0.0%
TK-5	Mathematics	Eureka Math	Eureka Math	2015	Yes	0.0%
TK-5	Science	Teacher's Curriculum Institute	Bring Science Alive! Exploring Science	2020	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) includes 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). Additionally, the new California Science Test (CAST) based on the Next Generation Science Standards for California Public Schools (CA NGSS) was first administered operationally in the 2018–2019 school year.

The Smarter Balanced Assessment System utilizes computer-adaptive tests and performance tasks that allow students to show what they know and are able to do. Smarter Balanced summative assessment results include student scores, achievement levels, and descriptors that describe performance. These assessment results are only one of several tools used to measure a student's academic performance in ELA/Literacy and mathematics. Smarter Balanced assessment results are most appropriately interpreted alongside other available information about a student's academic achievement, including such measures as District assessments, classroom assignments and grades, classrooms tests, report cards, and teacher feedback.

Due to the COVID-19 pandemic, Executive Order N-30-20 was issued in the spring of 2020. This order waived the requirement for statewide academic testing of Mathematics, English Language Arts, and Science for the 2019–2020 school year. The most current data available to report is from the 2018-19 school year and is reflected in the tables.

The first 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).

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)	84	89	87	66	68	71	48	50	50
Mathematics (Grades 3-8 and 11)	85	91	88	62	64	64	36	38	39
Science (Grades 5, 8, and 10)	--	--	77	--	--	54	--	--	30

The second table displays information on overall student achievement of the school by subject for student groups with all grade levels combined.

	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	185	185	100.00	0.00	87.03	185	100.00	0.00	87.57
Male	89	89	100.00	0.00	87.64	89	100.00	0.00	89.89
Female	96	96	100.00	0.00	86.46	96	100.00	0.00	85.42
Asian	40	40	100.00	0.00	90.00	40	100.00	0.00	87.50
Hispanic or Latino	29	29	100.00	0.00	82.76	29	100.00	0.00	82.76
White	81	81	100.00	0.00	88.89	81	100.00	0.00	85.19
Two or More Races	34	34	100.00	0.00	85.29	34	100.00	0.00	97.06
Socioeconomically Disadvantaged	13	13	100.00	0.00	61.54	13	100.00	0.00	61.54
English Learners	37	37	100.00	0.00	81.08	37	100.00	0.00	72.97
Students with Disabilities	15	15	100.00	0.00	60.00	15	100.00	0.00	73.33

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 Achievement

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 2019-20)

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 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).

The table displays the percent of students at the school meeting fitness standards by grade level, for the most recent testing period. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued. This order waived the requirement to administer the physical fitness performance test results for the 2019–2020 school year. The most current data available to report is from the 2018-19 school year and is reflected in the table. Detailed information regarding this test may be found at the CDE website at http://www.cde.ca.gov/ta/tg/pf/.

Percentage of Students in Healthy Fitness Zone			
2018-19			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	8.8%	22.8%	43.9%

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 2020-21)

In typical school years, Stevenson Elementary School greatly benefits from its supportive parents. As a parent participation school, Stevenson Elementary encourages parents to connect with teachers and classroom coordinators to find ways to support classroom instruction, projects, school events, and other co-curricular programs.

This year, the school is following guidelines in order to best replicate parent and community volunteerism while adhering to current COVID-19 restrictions.

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 Stevenson Elementary School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. Stevenson concentrates on a responsive classroom discipline model, relying heavily on community building. Teachers and students collaborate to create a list of classroom and school site rules. Teachers then model the rules to further guide student behavior.

Parents and students are informed of school rules and discipline policies through e-mail, parent training, parent orientation, weekly newsletters, in-class postings, and class/parent meetings.

Suspensions & 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 suspensions and expulsions rate data are not comparable to prior year data. Since there was not in-person learning for the entire 2019–2020 school year, it would be inappropriate to make any comparisons of the suspensions and expulsions rates in the 2019–2020 school year to the rates in prior school years. Additionally, please note that the suspension and expulsion rate for the state was not available at time of publication.

Suspensions & Expulsions					
Suspensions			Expulsions		
17-18	18-19	19-20	17-18	18-19	19-20
School	0.00	0.00	0.00	0.00	0.00	0.00
District	1.05	1.30	0.86	0.00	0.00	0.00
State	3.51	3.50	N/A	0.08	0.10	N/A

Safe School Plan (School Year 2020-21)

The safety of students and staff is a primary concern of Stevenson 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 2020.

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 parent volunteers 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.

During the COVID-19 pandemic, 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, use of personal protective equipment, symptom screening, social distancing, hygiene practices, testing, and responding to positive cases.

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 Stevenson Elementary is a responsibility shared among district administration, the principal, instructional staff, students, and parents. There are many opportunities for teachers and parents to assume formal leadership opportunities in partnership with the Mountain View Whisman School District and/or the Principal. By becoming a member of the School Site Council, English Learner Advisory Committee (ELAC), or the Foundation (PTO), parents can provide input and take action on important school initiatives.

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		
	18	19	20	18	19	20	18	19	20	18	19	20
By Grade Level												
K	24	24	23	-	-	-	3	4	3	-	-	-
1	24	24	24	-	-	-	3	3	4	-	-	-
2	24	24	24	-	-	-	3	3	3	-	-	-
3	24	24	24	-	-	-	2	3	3	-	-	-
4	32	28	33	-	-	-	2	2	-	-	-	-
5	32	30	29	-	-	-	2	2	2	-	-	-
Other	-	-	14	-	-	1	-	-	-	-	-	-

Counseling & Support Staff (School Year 2019-20)

It is the goal of Stevenson 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 one counseling intern to assist students with their emotional needs. Currently, Stevenson Elementary School employs a School and Community Engagement Facilitator who proactively assists students and families with academic, social and emotional struggles.

The table lists the support service personnel available to students at Stevenson Elementary School. Note: One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Counseling & Support Services Staff	Number of Staff	Full Time Equivalent
Community Engagement Facilitator	1	0.2
Library Technician	1	0.75
Nurse	1	As Needed
Paraprofessional	3	2.375
Psychologist	1	As Needed
Resource Specialist Program (RSP) Teacher	1	0.7
Response to Instruction Teacher (CERT)	2	1.5187
Speech Pathologist	1	As Needed
Teacher on Special Assignment	1	0.5

GATE

With the implementation of the Local Control Funding Formula, the state of California no longer provides specific funding for Gifted and Talented Education (GATE). Consequently, the District no longer formally assesses its students for GATE qualification. Nevertheless, MVWSD is committed to providing challenging and inspiring opportunities for gifted and talented students. Each school site receives District funding to support enrichment and extracurricular activities designed to challenge students. Stevenson Elementary School incorporates enrichment programming and instruction in the regular teaching schedule. Students are also offered after school enrichment activities.

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.

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 2020-21 school year include:

General Education

- SIOP for new teachers and administrators
- Distance Learning : Overview, Expectations, Implementation
- Health and Safety Guidelines
- Virtual Assessment Protocol
- Using Securly - Device Management
- Learning Management System - Google Classroom
- Instructional Technology Trainings: Seesaw 101, Zoom, Kami
- TechSmart Coding Training
- Enhancing Student Engagement over Virtual Platforms
- STEM Connect - Discovery Education Training for Instructional Coaches, STEAM teachers, and administrators
- Digging Deeper into iReady Training for Instructional Coaches, Site Administrators
- Supporting ELs - Small group instruction, RTI, Vocabulary, Designated ELD
- TCi Social Studies Curriculum Training for middle and elementary school teachers
- TCi Science Curriculum Training for elementary school teachers
- Building Inquiry through 5Es Across Content Areas for middle school teachers

Special Education

- Desired Results Developmental Profile 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
- STAR-SOLS Training for teachers of students with autism
- SPIRE Training for Education Specialists
- Legal Training for all staff
- Beginning Technology training for Instructional Assistants
- Deeper Dive into Technology in the classroom for Instructional Assistants
- CPR Certification for Instructional Assistants
- Data Collection training for Instructional Assistants
- Facilitated IEP process for School Psychologists

Classified Staff

Secretaries

- Attendance and Engagement protocols
- COVID-19 training and compliance
- Daily Screeners
- Protocols
- Reporting
- Budget and Purchasing

Food Service

- COVID-19 training and compliance
- Safety

Maintenance, Operations and Transportation

- COVID-19 training and compliance
- Scenario based maintenance and grounds training
- Transportation Training
- Custodian cleaning and safety training

Librarians

- Advanced training on the library catalog system as well as ebook management

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			
	18-19	19-20	20-21
Number of school days dedicated to Staff Development and Continuous Improvement	6	6	6

Curriculum Development

All curriculum development at Stevenson Elementary School revolves around the California Common Core Standards. Teachers align classroom curriculum to ensure that all students either meet or exceed state proficiency levels. Faculty, subcommittees, the School Site Council, Parent Focus Groups, English Learner Advisory Committee (ELAC), and the principal evaluate the curriculum continuously using assessment data, district benchmarks, and pacing guides. All students have access to the core curriculum. Stevenson Elementary School provides dedicated time each day for intervention and enrichment through its Response to Instruction program. The district provides 1.5 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 January, 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 at the end of each trimester. The principal and individual staff members also discuss student's assessment data as needed and appropriate.

Extracurricular Activities

At Stevenson Elementary School, we weave enrichment activities into the curriculum on a regular basis. With virtual field trips, music, art, gardening, cooking, Arts Focus, and Project-Based Learning, we strive to give all students access to a vibrant and enriching learning experience.

Additionally, the PTO Foundation organizes classes that parents can opt into for a fee. Programs include: cooking, basketball, chess, Mandarin, STEAM and many other fun after school classes.

During the COVID-19 pandemic extracurricular actives are limited to those that can be done safely, while adhering to current COVID-19 restrictions.

Student Recognition

It is Stevenson Elementary School's goal to recognize students for their good work and to reinforce behaviors which contribute to a positive learning community. Stevenson emphasizes verbal recognition instead of focusing on external rewards. The school inspires students to have self-motivation and focuses on community building. Class and community celebrations, class meetings, and the 100 book challenge provide students with opportunities to receive recognition for their positive behaviors.

Technology 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.

Library Information

The school's library, staffed by a part-time Library Technician, provides an extensive variety of reference and special interest materials, in addition to countless educational and recreational books. Students visit the library on a weekly basis and are encouraged to visit before school and during lunch hours. The library also contains audio books, hands-on activities, along with board games and puzzles for student enjoyment.

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 2019-20)

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

District Expenditures (Fiscal Year 2018-19)

The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state. Supplemental/Restricted expenditures come from money whose use is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/Unrestricted expenditures, except for general guidelines, are not controlled by law or donor. The California Department of Education issued guidance to the district in August 2018 regarding how to calculate school-level per-pupil expenditures.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at http://www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: http://www.ed-data.org.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	$6,740
From Supplemental/Restricted Sources	$113
From Basic/Unrestricted Sources	$6,627
District	
From Basic/Unrestricted Sources	$6,913
Percentage of Variation between School & District	-4.1%
State	
From Basic/Unrestricted Sources	$7,750
Percentage of Variation between School & State	-14.5%

Teacher & Administrative Salaries (Fiscal Year 2018-19)

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 2018-19	District	State
Beginning Teachers	$63,980	$50,574
Mid-Range Teachers	$93,562	$76,649
Highest Teachers	$114,705	$98,993
Elementary School Principals	$166,366	$125,150
Middle School Principals	$174,648	$129,394
High School Principals	-	$122,053
Superintendent	$246,477	$193,925
Salaries as a Percentage of Total Budget		
Teacher Salaries	33.0%	34.0%
Administrative Salaries	7.0%	6.0%

School Site Teacher Salaries (Fiscal Year 2018-19)

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	$88,224
District	$88,471
Percentage of Variation	-0.3%
School & State	
All Elementary School Districts	$80,565
Percentage of Variation	9.5%

Mountain View Whisman School District

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

Theuerkauf Elementary School

1625 San Luis Avenue - Mountain View, CA 94043 - (650) 903-6925
Serving Grades Kindergarten through Five - CDS: 43-69591-6049514
Michelle Williams, Principal
mwilliams@mvwsd.org
https://theuerkauf.mvwsd.org/

2019-20 School Accountability Report Card

Published in the 2020-21 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 + 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 Interim 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, Jr., Laura Ramirez Berman, and Ellen Wheeler 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).

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. Senate Bill 98 suspended the reporting of state and local indicators on the 2020 California School Dashboard and only limited data and information will be posted for the 2020-21 school year. The Dashboard can be accessed at https://www.caschooldashboard.org.

Community & School Profile (School Year 2020-21)

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 is a school where all students acquire and demonstrate the knowledge and skills necessary to achieve academic and personal success in an atmosphere defined by respect and collaboration. In partnership with our families and community, we inspire students toward creativity, adaptability, critical thinking, and empathy. Our faculty and staff are committed to developing the academic, social, and emotional potential of all students by providing them with a challenging and nurturing learning environment that values and celebrates cultural diversity. 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 equitable opportunities to develop self-confidence and a positive attitude toward the rigors of learning the necessary knowledge and skills to be successful.

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 increasing student engagement through authentic, relevant learning experiences and interdisciplinary project-based learning. Parents are encouraged to be active participants in their child's learning through individual contributions, weekly newsletters, monthly parent meetings, parent trainings, and involvement in a range of parent and school clubs. At the heart of everything we do at Theuerkauf is our central mission to inspire and develop all students to be lifelong learners and civic-minded, empathetic contributors in an ever-changing world.

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).

The COVID-19 pandemic has created the necessity of schools to provide students with a quality education while maintaining the health and safety of all students and school staff. Currently, schools are providing distance learning instruction to all students. Students work with teachers from their school online. Teachers provide daily live interaction with students, using a variety of tools to help students learn and complete their assignments. Students are responsible for participating in group classes as well as completing work on their own. They are expected to complete and turn in all assignments for grading.

School Enrollment

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

Enrollment Trend by Grade Level			
	2017-18	2018-19	2019-20
K	94	101	131
1st	70	51	42
2nd	48	65	29
3rd	48	44	46
4th	48	49	35
5th	61	44	50
Total	369	354	333

Enrollment by Student Group 2019-20	
	Percentage
Black or African American	1.5
American Indian or Alaska Native	0.3
Asian	11.1
Filipino	5.7
Hispanic or Latino	42.3
Native Hawaiian or Pacific Islander	1.5
White	25.5
Two or More Races	10.2
EL Students	27.6
Socioeconomically Disadvantaged	38.7
Students with Disabilities	10.2
Foster Youth	0.3
Homeless	2.7

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
	18-19	19-20	20-21	20-21
Fully Credentialed	24	19	19	270
Without Full Credentials	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Misassignments refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire semester or year.

Misassignments/Vacancies			
	18-19	19-20	20-21
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	1	0	0

School Facilities (School Year 2020-21)

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.

Additionally, the school has a COVID-19 checklist and the principal updates the health and cleaning protocol every week. This document is uploaded on the school website.

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). 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 2020). 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: 09/10/2020				
Overall Summary of School Facility Conditions: Good				
Data Collected: October, 2020				
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		BOYS RESTROOM BY LIBRARY: CRACK ON THE WALL. GIRLS RESTROOM BY RM 5: DOOR HITTING THRESHOLD. GIRLS RESTROOM BY RM 11: METAL CAB OF STAHL COMING OFF. CR 2: PEELING PAINT DOOR JAM. BOYS RESTROOM BY RM 11, GIRLS RESTROOM BY LIBRARY, BOYS RESTROOM BY LIBRARY, GIRLS RESTROOM BY RM 5, GIRLS RESTROOM BY RM 11: STAINED MIRROR. CR 16 A: WATER STAINED CEILING TILES.
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			No deficiencies observed
Electrical	X			CR 4, CR 13: ELECTRICAL MOLDING COMING OFF THE WALL.
Restrooms/Fountains	X			CR 14, CR 15: WATER FOUNTAIN HANDLE CAN EASILY BE REMOVED.
Safety (Fire Safety, Hazardous Materials)	X			No deficiencies observed
Structural (Structural Damage, Roofs)	X			No deficiencies observed
External (Grounds, Windows, Doors, Gates, Fences)	X			PLAYGROUND ASPHALT: CRACKS NEEDS TO BE RESURFACED. PARKING LOTS: NEED TO FILL CRACKS. CR 13: LOCK CYLINDER NEEDS LUBRICANT. CR 17, CR 18, CR 19, CR 22: SCRATCH ON WINDOW.

Instructional Materials (School Year 2020-21)

The school district held a public hearing on September 17, 2020, 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 2020 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, 2020						
Grade Levels	Subject	Publisher	Series	Adoption Year	From Most Recent Adoption	% Lacking
TK-5	English/Language Arts	Benchmark Education Company	Benchmark Advance	2016	Yes	0.0%
TK-5	History/Social Studies	Teacher's Curriculum Institute	Social Studies Alive! California Series	2020	Yes	0.0%
TK-5	Mathematics	Eureka Math	Eureka Math	2015	Yes	0.0%
TK-5	Science	Teacher's Curriculum Institute	Bring Science Alive! Exploring Science	2020	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) includes 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). Additionally, the new California Science Test (CAST) based on the Next Generation Science Standards for California Public Schools (CA NGSS) was first administered operationally in the 2018–2019 school year.

The Smarter Balanced Assessment System utilizes computer-adaptive tests and performance tasks that allow students to show what they know and are able to do. Smarter Balanced summative assessment results include student scores, achievement levels, and descriptors that describe performance. These assessment results are only one of several tools used to measure a student's academic performance in ELA/Literacy and mathematics. Smarter Balanced assessment results are most appropriately interpreted alongside other available information about a student's academic achievement, including such measures as District assessments, classroom assignments and grades, classrooms tests, report cards, and teacher feedback.

Due to the COVID-19 pandemic, Executive Order N-30-20 was issued in the spring of 2020. This order waived the requirement for statewide academic testing of Mathematics, English Language Arts, and Science for the 2019–2020 school year. The most current data available to report is from the 2018-19 school year and is reflected in the tables.

The first 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).

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)	--	--	26	--	--	54	--	--	30

The second table displays information on overall student achievement of the school by subject for student groups with all grade levels combined.

	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 Achievement

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 2019-20)

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 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).

The table displays the percent of students at the school meeting fitness standards by grade level, for the most recent testing period. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued. This order waived the requirement to administer the physical fitness performance test results for the 2019–2020 school year. The most current data available to report is from the 2018-19 school year and is reflected in the table. Detailed information regarding this test may be found at the CDE website at http://www.cde.ca.gov/ta/tg/pf/.

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 2020-21)

Theuerkauf Elementary School believes that parents are an essential component of the school community and student success. We have 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, and 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

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

This year, the school is following guidelines in order to best replicate parent and community volunteerism while adhering to current COVID-19 restrictions.

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
- Monthly parent coffees
- Outstanding Citizenship Awards
- Weekly newsletter
- Classroom newsletters

Through restorative practices and social and emotional learning, each Theuerkauf student is challenged to consider the needs of others and is provided with guidance and support in developing respectful, meaningful relationships with school staff as well as with other students. It is this bedrock of relationships that allows students to learn how their words and actions affect one another, helping them to develop a sense of empathy for others and confidence in cultivating their own unique talents, skills, and abilities.

Suspensions & 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 suspensions and expulsions rate data are not comparable to prior year data. Since there was not in-person learning for the entire 2019–2020 school year, it would be inappropriate to make any comparisons of the suspensions and expulsions rates in the 2019–2020 school year to the rates in prior school years. Additionally, please note that the suspension and expulsion rate for the state was not available at time of publication.

Suspensions & Expulsions						
	Suspensions			Expulsions		
	17-18	18-19	19-20	17-18	18-19	19-20
School	0.74	1.00	0.00	0.00	0.00	0.00
District	1.05	1.30	0.86	0.00	0.00	0.00
State	3.51	3.50	N/A	0.08	0.10	N/A

Safe School Plan (School Year 2020-21)

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 in the spring by the School Site Council, parents, and faculty. The plan was most recently updated and reviewed in March 2020.

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.

During the COVID-19 pandemic, 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, use of personal protective equipment, symptom screening, social distancing, hygiene practices, testing, and responding to positive cases.

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 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		
	18	19	20	18	19	20	18	19	20	18	19	20
By Grade Level												
K	18	20	22	5	3	1	-	2	5	-	-	-
1	22	16	21	-	3	-	3	-	2	-	-	-
2	24	20	22	-	3	1	2	-	1	-	-	-
3	24	20	23	-	1	-	2	1	2	-	-	-
4	24	17	18	-	1	1	2	2	1	-	-	-
5	20	22	25	1	-	1	2	2	1	-	-	-
Other	8	10	18	1	1	1	-	-	-	-	-	-

Counseling & Support Staff (School Year 2019-20)

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 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 one counseling intern to assist students with their emotional needs. Currently, Theuerkauf Elementary School employs a School and Community Engagement Facilitator and an At-Risk Supervisor who proactively assist students and families with academic, social and emotional struggles.

The table lists the support service personnel available to students at Theuerkauf Elementary School. Note: One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
At-Risk Intervention Supervisor	1	1.0
Community Engagement Facilitator	1	1.0
Library Technician	1	0.75
Nurse	1	As Needed
Paraprofessional	11	8.125
Psychologist	1	As Needed
Resource Specialist Program (RSP) Teacher	1	1.0
Response to Instruction Teacher (CERT)	1	1.0
Speech Pathologist	1	As Needed
Speech/Language/Hearing Specialist	1	1.0
Teacher on Special Assignment	1	0.5

GATE

With the implementation of the Local Control Funding Formula, the state of California no longer provides specific funding for Gifted and Talented Education (GATE). Consequently, the District no longer formally assesses its students for GATE qualification. Nevertheless, MVWSD is committed to providing challenging and inspiring opportunities for gifted and talented students. Each school site receives District funding to support enrichment and extracurricular activities designed to challenge students. This year, teachers are focused upon meeting the needs of more advanced students by providing learning opportunities and may-do choice boards that extend learning into investigation, exploration, and creativity to enrich the learning experience.

Individualized Instruction

Special Education students receive support from a Resource Specialist Teacher and/or Instructional Aide, a psychologist, and/or other specialists as determined by their Individualized Education Plan (IEP). Teachers and aides work with the special education students on a pull-out basis as well as within their classrooms.

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 include I-Ready Math and ELA, programs that offer individualized developmental reading and Math programs, Eureka Math, Benchmark ELA, TCi Science and Social Sciences, Khan Academy, and more. The students all have access to the numerous supplemental software programs that the district also provides through their centralized Clever dashboards.

English Language Learners

English Language Learners (ELLs) 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 (SIOP) and provide a variety of English Language Development (ELD) 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 2020-21 school year include:

General Education

 - SIOP for new teachers and administrators
 - Distance Learning : Overview, Expectations, Implementation
 - Health and Safety Guidelines
 - Virtual Assessment Protocol
 - Using Securly - Device Management
 - Learning Management System - Google Classroom
 - Instructional Technology Trainings: Seesaw 101, Zoom, Kami
 - TechSmart Coding Training
 - Enhancing Student Engagement over Virtual Platforms
 - STEM Connect - Discovery Education Training for Instructional Coaches, STEAM teachers, and administrators
 - Digging Deeper into iReady Training for Instructional Coaches, Site Administrators
 - Supporting ELs - Small group instruction, RTI, Vocabulary, Designated ELD
 - TCi Social Studies Curriculum Training for middle and elementary school teachers
 - TCi Science Curriculum Training for elementary school teachers
 - Building Inquiry through 5Es Across Content Areas for middle school teachers

Special Education

 - Desired Results Developmental Profile 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
 - STAR-SOLS Training for teachers of students with autism
 - SPIRE Training for Education Specialists
 - Legal Training for all staff
 - Beginning Technology training for Instructional Assistants
 - Deeper Dive into Technology in the classroom for Instructional Assistants
 - CPR Certification for Instructional Assistants
 - Data Collection training for Instructional Assistants
 - Facilitated IEP process for School Psychologists

Classified Staff

Secretaries

 - Attendance and Engagement protocols
 - COVID-19 training and compliance
 - Daily Screeners
 - Protocols
 - Reporting
 - Budget and Purchasing

Food Service

 - COVID-19 training and compliance
 - Safety

Maintenance, Operations and Transportation

 - COVID-19 training and compliance
 - Scenario based maintenance and grounds training
 - Transportation Training
 - Custodian cleaning and safety training

 - Advanced training on the library catalog system as well as ebook management

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			
	18-19	19-20	20-21
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 (RTI) program along with a STEAM lab for all students.

Student progress is monitored through ongoing assessment and is conveyed to parents in a variety of ways including: during parent/teacher conferences held in January, 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 at the end of each trimester. The principal and individual staff members also discuss student's assessment data as needed and appropriate.

Extracurricular 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. During the school day, students are able to take part in a range of creative classes, including various forms of additional art and music expression.

During the COVID-19 pandemic extracurricular actives are limited to those that can be done safely, while adhering to current COVID-19 restrictions.

Student Recognition

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.

Technology 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.

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. In the digital space, students have access to hundreds of online books suited to their current Lexile levels that reflect a range of student-interests and cultural backgrounds. The Theuerkauf librarian works to build a love for reading by facilitating voluntary book clubs, by providing live and recorded read-alouds, and by collaborating with teachers and the principal to support the development of research skills for multidisciplinary project work.

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 2019-20)

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

District Expenditures (Fiscal Year 2018-19)

The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state. Supplemental/Restricted expenditures come from money whose use is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/Unrestricted expenditures, except for general guidelines, are not controlled by law or donor. The California Department of Education issued guidance to the district in August 2018 regarding how to calculate school-level per-pupil expenditures.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at http://www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: http://www.ed-data.org.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	$9,760
From Supplemental/Restricted Sources	$1,028
From Basic/Unrestricted Sources	$8,732
District	
From Basic/Unrestricted Sources	$6,913
Percentage of Variation between School & District	26.3%
State	
From Basic/Unrestricted Sources	$7,750
Percentage of Variation between School & State	12.7%

Teacher & Administrative Salaries (Fiscal Year 2018-19)

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 2018-19	District	State
Beginning Teachers	$63,980	$50,574
Mid-Range Teachers	$93,562	$76,649
Highest Teachers	$114,705	$98,993
Elementary School Principals	$166,366	$125,150
Middle School Principals	$174,648	$129,394
High School Principals	-	$122,053
Superintendent	$246,477	$193,925
Salaries as a Percentage of Total Budget		
Teacher Salaries	33.0%	34.0%
Administrative Salaries	7.0%	6.0%

School Site Teacher Salaries (Fiscal Year 2018-19)

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	$88,002
District	$88,471
Percentage of Variation	-0.5%
School & State	
All Elementary School Districts	$80,565
Percentage of Variation	9.2%

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
http://vargas.mvwsd.org/

2019-20 School Accountability Report Card
Published in the 2020-21 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 + 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 Interim 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, Jr., Laura Ramirez Berman, and Ellen Wheeler 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).

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. Senate Bill 98 suspended the reporting of state and local indicators on the 2020 California School Dashboard and only limited data and information will be posted for the 2020-21 school year. The Dashboard can be accessed at https://www.caschooldashboard.org.

Community & School Profile (School Year 2020-21)

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).

The COVID-19 pandemic has created the necessity of schools to provide students with a quality education while maintaining the health and safety of all students and school staff. Currently, schools are providing distance learning instruction to all students. Students work with teachers from their school online. Teachers provide daily live interaction with students, using a variety of tools to help students learn and complete their assignments. Students are responsible for participating in group classes as well as completing work on their own. They are expected to complete and turn in all assignments for grading.

School Enrollment

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

Enrollment Trend by Grade Level	
	2019-20
K	66
1st	63
2nd	55
3rd	50
4th	59
Total	293

Enrollment by Student Group 2019-20	
	Percentage
Black or African American	0.7
Asian	26.6
Filipino	4.4
Hispanic or Latino	23.9
Native Hawaiian or Pacific Islander	0.3
White	31.7
Two or More Races	11.3
EL Students	20.1
Socioeconomically Disadvantaged	24.2
Students with Disabilities	9.2
Homeless	0.7

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	20-21	20-21
Fully Credentialed	15	20	270
Without Full Credentials	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	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		
	19-20	20-21
Misassignments of Teachers of English Learners	0	0
Misassignments of Teachers (other)	0	0
Total Misassignments of Teachers	**0**	**0**
Vacant Teacher Positions	0	0

School Facilities (School Year 2020-21)

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.

Additionally, the school has a COVID-19 checklist and the principal updates the health and cleaning protocol every week. This document is uploaded on the school website.

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). 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 2020). 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: 09/10/2020				
Overall Summary of School Facility Conditions: Good				
Data Collected: October, 2020				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/ HVAC, Sewer)	X			No deficiencies observed
Interior	X			CR 9: EARTHNET CABLE NEEDS TO BE ATTACHED TO THE WALL. CR 5: LOOSE CORNER MOULDNG BY THE WINDOW. CR 13: WATER STAINED CEILING TILE.
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			No deficiencies observed
Electrical	X			CR 21: DAMAGED OUTLET RECEPTICAL. CR 18: HANGING WIRE NEEDS TO BE SECURED. CR 3: OPEN OUTLET IN CEILING.
Restrooms/ Fountains		X		RESTROOM BY 5&6, RESTROOM BY RM 10: KNOB MISSING ON FAUCET BOYS, HOLES IN WALL FROM SOAP DISPENSER INSTALL.
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 2020-21)

The school district held a public hearing on September 17, 2020, 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 2020 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, 2020					
Grade Levels	Subject	Publisher	Series	Adoption Year	From Most Recent Adoption	% Lacking
TK-5	English/Language Arts	Benchmark Education Company	Benchmark Advance	2016	Yes	0.0%
TK-5	History/Social Studies	Teacher's Curriculum Institute	Social Studies Alive! California Series	2020	Yes	0.0%
TK-5	Mathematics	Eureka Math	Eureka Math	2015	Yes	0.0%
TK-5	Science	Teacher's Curriculum Institute	Bring Science Alive! Exploring Science	2020	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) includes 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). Additionally, the new California Science Test (CAST) based on the Next Generation Science Standards for California Public Schools (CA NGSS) was first administered operationally in the 2018–2019 school year.

The Smarter Balanced Assessment System utilizes computer-adaptive tests and performance tasks that allow students to show what they know and are able to do. Smarter Balanced summative assessment results include student scores, achievement levels, and descriptors that describe performance. These assessment results are only one of several tools used to measure a student's academic performance in ELA/Literacy and mathematics. Smarter Balanced assessment results are most appropriately interpreted alongside other available information about a student's academic achievement, including such measures as District assessments, classroom assignments and grades, classrooms tests, report cards, and teacher feedback.

Due to the COVID-19 pandemic, Executive Order N-30-20 was issued in the spring of 2020. This order waived the requirement for statewide academic testing of Mathematics, English Language Arts, and Science for the 2019–2020 school year. The most current data available to report is from the 2018-19 school year. As the school was not open during the 2018-19 school year, there is no data to report.

State Priority: Other Pupil Achievement

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 2019-20)

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 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).

Due to the COVID-19 pandemic, Executive Order N-56-20 was issued. This order waived the requirement to administer the physical fitness performance test results for the 2019–2020 school year. The most current data available to report is from the 2018-19 school year. As the school was not open during the 2018-19 school year, there is no data to report. Detailed information regarding this test may be found at the CDE website at http://www.cde.ca.gov/ta/tg/pf/.

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 2020-21)

In typical school years, 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)

This year, the school is following guidelines in order to best replicate parent and community volunteerism while adhering to current COVID-19 restrictions.

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 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 Upstander. 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.

Suspensions & 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 suspensions and expulsions rate data are not comparable to prior year data. Since there was not in-person learning for the entire 2019–2020 school year, it would be inappropriate to make any comparisons of the suspensions and expulsions rates in the 2019–2020 school year to the rates in prior school years. Additionally, please note that the suspension and expulsion rate for the state was not available at time of publication. As the school was not open during the 2017-18 and 2018-19 school year, there is no data to report.

	Suspensions & Expulsions					
	Suspensions			Expulsions		
	17-18	18-19	19-20	17-18	18-19	19-20
School	-	-	0.29	-	-	0.00
District	1.05	1.30	0.86	0.00	0.00	0.00
State	3.51	3.50	N/A	0.08	0.10	N/A

Safe School Plan (School Year 2020-21)

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 March 2020.

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.

During the COVID-19 pandemic, 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, use of personal protective equipment, symptom screening, social distancing, hygiene practices, testing, and responding to positive cases.

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.

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		
	18	19	20	18	19	20	18	19	20	18	19	20
By Grade Level												
K	-	-	30	-	-	-	-	-	2	-	-	1
1	-	-	21	-	-	1	-	-	2	-	-	-
2	-	-	28	-	-	-	-	-	2	-	-	-
3	-	-	17	-	-	1	-	-	2	-	-	-
4	-	-	30	-	-	-	-	-	2	-	-	-
Other	-	-	13	-	-	1	-	-	-	-	-	-

Counseling & Support Staff (School Year 2019-20)

It is the goal of Vargas 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, Vargas Elementary School employs a School and Community Engagement Facilitator who proactively assists students and families with academic, social and emotional struggles.

The table lists the support service personnel available to students at Vargas Elementary School. Note: One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Community Engagement Facilitator	1	0.5
Library Technician	1	0.75
Nurse	1	As Needed
Paraprofessional	5	3.75
Psychologist	1	As Needed
Resource Specialist Program (RSP) Teacher	1	1.0
Response to Instruction Teacher (CERT)	1	1.0
Speech Pathologist	1	As Needed
Teacher on Special Assignment	1	0.5

GATE

With the implementation of the Local Control Funding Formula, the state of California no longer provides specific funding for Gifted and Talented Education (GATE). Consequently, the District no longer formally assesses its students for GATE qualification. Nevertheless, MVWSD is committed to providing challenging and inspiring opportunities for gifted and talented students. Each school site receives District 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 Response to Instruction (Rti). 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.

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 2020-21 school year include:

General Education

 - SIOP for new teachers and administrators
 - Distance Learning : Overview, Expectations, Implementation
 - Health and Safety Guidelines
 - Virtual Assessment Protocol
 - Using Securly - Device Management
 - Learning Management System - Google Classroom
 - Instructional Technology Trainings: Seesaw 101, Zoom, Kami
 - TechSmart Coding Training
 - Enhancing Student Engagement over Virtual Platforms
 - STEM Connect - Discovery Education Training for Instructional Coaches, STEAM teachers, and administrators
 - Digging Deeper into iReady Training for Instructional Coaches, Site Administrators
 - Supporting ELs - Small group instruction, RTI, Vocabulary, Designated ELD
 - TCi Social Studies Curriculum Training for middle and elementary school teachers
 - TCi Science Curriculum Training for elementary school teachers
 - Building Inquiry through 5Es Across Content Areas for middle school teachers

Special Education

 - Desired Results Developmental Profile 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
 - STAR-SOLS Training for teachers of students with autism
 - SPIRE Training for Education Specialists
 - Legal Training for all staff
 - Beginning Technology training for Instructional Assistants
 - Deeper Dive into Technology in the classroom for Instructional Assistants
 - CPR Certification for Instructional Assistants
 - Data Collection training for Instructional Assistants
 - Facilitated IEP process for School Psychologists

Classified Staff
Secretaries
 - Attendance and Engagement protocols
 - COVID-19 training and compliance
 - Daily Screeners
 - Protocols
 - Reporting
 - Budget and Purchasing

Food Service

- COVID-19 training and compliance
- Safety

Maintenance, Operations and Transportation

- COVID-19 training and compliance
- Scenario based maintenance and grounds training
- Transportation Training
- Custodian cleaning and safety training

Librarians

- Advanced training on the library catalog system as well as ebook management

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			
	18-19	19-20	20-21
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 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 January, 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 at the end of each trimester. The principal and individual staff members also discuss student's assessment data as needed and appropriate.

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. Vargas Elementary School offers the various after-school activities for its students, including Art Club, Language Clubs (French and Hindi), and Math Club. Additionally, during the school day, students may participate in many enrichment activities, including Art, Library, Living Classroom, Music, Project Cornerstone, and Coding (in grades 4-5).

During the COVID-19 pandemic extracurricular actives are limited to those that can be done safely, while adhering to current COVID-19 restrictions.

Student Recognition

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.

Technology 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.

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 2019-20)

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

Teacher & Administrative Salaries (Fiscal Year 2018-19)

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 2018-19		
	District	State
Beginning Teachers	$63,980	$50,574
Mid-Range Teachers	$93,562	$76,649
Highest Teachers	$114,705	$98,993
Elementary School Principals	$166,366	$125,150
Middle School Principals	$174,648	$129,394
High School Principals	-	$122,053
Superintendent	$246,477	$193,925
Salaries as a Percentage of Total Budget		
Teacher Salaries	33.0%	34.0%
Administrative Salaries	7.0%	6.0%

Mountain View Whisman School District

Agenda Item for Board Meeting of 1/21/2021

Agenda Category: CONSENT AGENDA

Agenda Item Title: Parcel Tax Oversight Committee Member Application

Estimated Time:

Person Responsible:
Rebecca Westover, Ed.D., Chief Business Officer

Background:
The ballot language for Measure B, the parcel tax for the Mountain View Whisman School District, requires the appointment of an independent citizen's oversight committee. The ballot language for the parcel tax states: "Independent Oversight Committee...shall be appointed or designated by the Board to ensure that the special tax proceeds are spent for their authorized purposes, and to report annually to the Board and the public regarding the expenditure of such funds."

Two members of the public submitted an application for the Parcel Tax Oversight Committee (PTOC):

1. Patrick Neschleba
2. Brett Lemoine

The District will continue to accept applications to bring the Board of Trustees until we have a full committee of seven. If the two new applicants are approved we will have a committee of six.

Fiscal Implication:
None

Recommended Action:
It is recommended that the Board of Trustees approve the proposed members of the Measure B Parcel Tax Oversight Committee for 2020-2021.

ATTACHMENTS:

Description	Type	Upload Date
PTOC - Measure B - Committee Member Application - Brett Lemoine	Backup Material	1/13/2021
PTOC - Measure B - Committee Member Application - Patrick Neschleba	Backup Material	1/13/2021

Mountain View Whisman School District
Parcel Tax Oversight Committee – Measure T
Member Application

Name	Brett Lemoine
Address	On file
Parent or Guardian of Child Enrolled in the District	Yes
Reason for Interest in Serving in this Committee	Current member friend suggestion/recommendation to support the district community.
Related Area of Expertise	Experienced in executive level leadership in multi-million dollar budget management.
Service on other school district, city, or community committees	None

Applicant information obtained from MVWSD electronic application form submission on 12/08/2020.

Mountain View Whisman School District
Parcel Tax Oversight Committee – Measure T
Member Application

Name	Patrick Neschleba
Address	On file
Parent or Guardian of Child Enrolled in the District	Yes
Reason for Interest in Serving in this Committee	To provide excellent financial oversight with respect to district use of funds, and improve voter confidence in district spending discipline.
Related Area of Expertise	Multiple years of experience in business operations and budget management, including multi-million-dollar corporate group budgets and spending processes. 9 year's experience as MVWSD parent.
Service on other school district, city, or community committees	Member of District Facilities Committee and Board Facilities Committee, MVWSD. School Site Council Chair for MVWSD elementary school.

Applicant information obtained from MVWSD electronic application form submission on 12/08/2020

Mountain View Whisman School District

Agenda Item for Board Meeting of 1/21/2021

Agenda Category: CONSENT AGENDA

Agenda Item Title: Approval of Payroll Reports and Accounts Pay Warrant List for Month of December 2020

Estimated Time:

Person Responsible: Rebecca Westover, Ed.D., Chief Business Officer

Background:
In accordance with Education Code 42631, all payments from the various funds of a school district shall be made by written order of the governing board of the district.

Fiscal Implication:
The previous month's activities will reduce the available funds respective site/department budgets by $7,025,868.22

Recommended Action:
That the Board of Trustees approve the Payroll Report and Accounts payable Warrant List as submitted.

ATTACHMENTS:

Description	Type	Upload Date
Payroll Report and Accounts Payable Warrants for December 2020	Backup Material	1/13/2021

Warrant Number	Date	Name	Amount
29041704	12/1/2020	79WARE LLC	$ 175.00
29041705	12/1/2020	ADVANCED MEDICAL PERSONNEL SER	$ 3,800.00
29041706	12/1/2020	DEMCO	$ 167.94
29041707	12/1/2020	KATZ, MICHAEL	$ 800.00
29041708	12/1/2020	LATINO FAMILY LITERACY PROJECT	$ 655.50
29041709	12/1/2020	LIVING CLASSROOM	$ 8,325.00
29041710	12/1/2020	MY DIGITAL TAT2 INC.	$ 1,000.00
29041711	12/1/2020	RUDOLPH, AYINDE	$ 60.90
29041712	12/1/2020	MRC	$ 836.93
29041713	12/1/2020	MRC	$ 194.02
29041714	12/1/2020	NCS PEARSON INC	$ 259.97
29041715	12/1/2020	The Home Depot Pro	$ 865.20
29041716	12/2/2020	ADVANCED MEDICAL PERSONNEL SER	$ 3,040.00
29041717	12/2/2020	ANDERSON, SARAH	$ 7,875.00
29041718	12/2/2020	BMR HEALTH SERVICES INC	$ 47,208.00
29041719	12/2/2020	CHILDREN'S HEALTH COUNCIL	$ 8,886.72
29041720	12/2/2020	MOBILE MODULAR MGMT CORP	$ 4,130.00
29041721	12/2/2020	RO HEALTH INC	$ 10,203.84
29041722	12/2/2020	TCI	$ 254,829.90
29041723	12/4/2020	DANNIS WOLIVER KELLEY	$ 25,403.50
29041724	12/4/2020	GARCIA, CAROLINA	$ 133.00
29041725	12/4/2020	GREENWAY STRATEGY GROUP LLC	$ 20,000.00
29041726	12/4/2020	TCI	$ 35,871.24
29041727	12/4/2020	SYNCHRONY BANK/AMAZON	$ 8,025.99
29041728	12/4/2020	CLEARY CONSULTANTS INC	$ 563.75
29041729	12/4/2020	COULTER CONSTRUCTION INC	$ 14,102.08
29041730	12/4/2020	SYSCO- SAN FRANCISCO	$ 102.88
29041731	12/7/2020	CONLEY, DEVON	$ 425.00
29041732	12/7/2020	DANNIS WOLIVER KELLEY	$ 33,269.73
29041733	12/7/2020	FedEx	$ 84.15
29041734	12/7/2020	PACIFIC GAS AND ELECTRIC CO	$ 51,610.98
29041735	12/7/2020	PRODUCERS DAIRY FOODS INC	$ 5,695.05
29041736	12/8/2020	101 THERAPY STAFFING INC	$ 14,589.12
29041737	12/8/2020	3 CHORDS INC	$ 3,562.50
29041738	12/8/2020	AMERIFLEX	$ 229.63
29041739	12/8/2020	ANDERSON, SARAH	$ 2,400.00
29041740	12/8/2020	BECK'S SHOES INC.	$ 279.70
29041741	12/8/2020	CREATIVE LEARNING CENTER INC	$ 3,209.00
29041742	12/8/2020	GHOSH, SHUBHRA	$ 5,272.50
29041743	12/8/2020	GOLD STAR FOODS INC	$ 4,425.40
29041744	12/8/2020	MARTINEZ, KIMBERLY	$ 13.20
29041745	12/8/2020	P & R PAPER SUPPLY COMPANY INC	$ 180.61

Warrant Number	Date	Name	Amount
29041746	12/8/2020	PACIFIC AUTISM CENTER FOR	$ 10,914.00
29041747	12/8/2020	PACIFIC RIM PRODUCE	$ 3,587.15
29041748	12/8/2020	RO HEALTH INC	$ 6,212.50
29041749	12/8/2020	SYSCO- SAN FRANCISCO	$ 15,619.71
29041750	12/8/2020	THERAPY TRAVELERS LLC	$ 1,520.00
29041751	12/8/2020	ENGIE SERVICES U.S.	$ 252,641.55
29041752	12/9/2020	AMERICAN FIDELITY ASSURANCE CO	$ 1,292.53
29041753	12/9/2020	AMERIFLEX	$ 10,631.99
29041754	12/9/2020	AT&T MOBILITY	$ 181.25
29041755	12/9/2020	CALIFORNIA DEPT. OF EDUCATION	$ 1,051.65
29041756	12/9/2020	CALIFORNIA TEACHERS	$ 29,626.10
29041757	12/9/2020	CALIFORNIA WATER SERVICE	$ 68.97
29041758	12/9/2020	CHAC	$ 10.00
29041759	12/9/2020	COLONIAL LIFE	$ 23,669.60
29041760	12/9/2020	DEMCO	$ 85.17
29041761	12/9/2020	GOLD STAR FOODS INC	$ 2,533.33
29041762	12/9/2020	KATO, NATALIE	$ 299.99
29041763	12/9/2020	LIFE INSURANCE CO OF N AMERICA	$ 18.05
29041764	12/9/2020	PACIFIC GAS AND ELECTRIC CO	$ 26,041.66
29041765	12/9/2020	STANDARD INSURANCE CO	$ 4,240.44
29041766	12/9/2020	SUN LIFE FINANCIAL	$ 896.09
29041767	12/10/2020	APPLE INC	$ 2,141.28
29041768	12/10/2020	CALIFORNIA DEPARTMENT OF TAX	$ 59.00
29041769	12/10/2020	GRANICUS	$ 4,950.00
29041770	12/10/2020	LAMBERT, THERESA	$ 139.44
29041771	12/10/2020	LILGA, KATHI	$ 4,000.00
29041772	12/10/2020	MY DIGITAL TAT2 INC.	$ 1,500.00
29041773	12/10/2020	ROBINSON OIL CORPORATION	$ 810.45
29041774	12/10/2020	RUDOLPH, AYINDE	$ 202.34
29041775	12/10/2020	SOUTHWEST SCHOOL & OFFICE	$ 1,571.08
29041776	12/10/2020	SPRINT	$ 2,802.75
29041777	12/10/2020	SYSCO- SAN FRANCISCO	$ 534.29
29041778	12/10/2020	VALLEY OIL COMPANY	$ 869.54
29041779	12/10/2020	WALLWISHER INC	$ 1,499.00
29041780	12/11/2020	AMERIFLEX	$ 350.20
29041781	12/11/2020	BERT & BOB LLC	$ 9,112.69
29041782	12/11/2020	CDW Govenment	$ 5,886.00
29041783	12/11/2020	GREAT MINDS PBC	$ 17,825.00
29041784	12/11/2020	KAISER FOUNDATION HEALTH PLAN	$ 381,219.69
29041785	12/11/2020	MASTEROVA, MARINA	$ 1,167.30
29041786	12/11/2020	SUGAR SKULL ART	$ 1,500.00
29041787	12/11/2020	TCI	$ 42,984.84

Warrant Number	Date	Name	Amount
29041788	12/11/2020	UHS PREMIUM BILLING	$ 281,720.31
29041789	12/14/2020	3 CHORDS INC	$ 2,850.00
29041790	12/14/2020	ADVANCED MEDICAL PERSONNEL SER	$ 3,800.00
29041791	12/14/2020	ANDERSON, SARAH	$ 660.00
29041792	12/14/2020	BAY AREA FLOOR MACHINE	$ 569.86
29041793	12/14/2020	CITY OF MOUNTAIN VIEW	$ 35,427.03
29041794	12/14/2020	CITY OF MOUNTAIN VIEW FAAP	$ 80.00
29041795	12/14/2020	CONTINENTAL MATHEMATICS LEAGUE	$ 345.00
29041796	12/14/2020	DEPT OF JUSTICE	$ 256.00
29041797	12/14/2020	GRACENOTES LLC	$ 155.40
29041798	12/14/2020	GREENFIELD LEARNING INC.	$ 5,500.00
29041799	12/14/2020	PITNEY BOWES GLOBAL	$ 450.56
29041800	12/14/2020	PITNEY BOWES INC	$ 20.75
29041801	12/14/2020	Pediatric Therapy Services	$ 15,456.00
29041802	12/14/2020	RO HEALTH INC	$ 5,582.80
29041803	12/14/2020	SAN FRANCISCO ELEVATOR	$ 1,357.00
29041804	12/14/2020	SOUND AND SIGNAL INC	$ 1,919.51
29041805	12/14/2020	SOUTHWEST SCHOOL & OFFICE	$ 1,942.89
29041806	12/14/2020	THERAPY TRAVELERS LLC	$ 1,520.00
29041807	12/14/2020	UNIVERSAL SITE SERVICES INC	$ 727.48
29041808	12/15/2020	DEMCO	$ 154.71
29041809	12/15/2020	HENDERSON, MEGAN	$ 120.00
29041810	12/15/2020	ORBACH HUFF SUAREZ & HENDERSON	$ 6,714.75
29041811	12/15/2020	SOUND AND SIGNAL INC	$ 774.51
29041812	12/16/2020	AMERIFLEX	$ 496.58
29041813	12/16/2020	B43PRODUCTIONS	$ 4,500.00
29041814	12/16/2020	BROWN, MEGHAN	$ 374.00
29041815	12/16/2020	DANIELSEN COMPANY	$ 3,402.72
29041816	12/16/2020	GOLD STAR FOODS INC	$ 1,055.52
29041817	12/16/2020	KAZANTSEV, ALEKSANDR	$ 200.00
29041818	12/16/2020	P & R PAPER SUPPLY COMPANY INC	$ 283.40
29041819	12/16/2020	PACIFIC RIM PRODUCE	$ 1,676.25
29041820	12/16/2020	SANTA CLARA COE	$ 2,541.00
29041821	12/16/2020	SERVICENOW INC	$ 10,200.00
29041822	12/16/2020	VINOKUR, GABRIEL	$ 114.50
29041823	12/16/2020	YANG, YUE	$ 90.50
29041824	12/18/2020	3 CHORDS INC	$ 3,562.50
29041825	12/18/2020	APPLE INC	$ 250.24
29041826	12/18/2020	COMCAST	$ 2,855.58
29041827	12/18/2020	DANIELSEN COMPANY	$ 7,983.39
29041828	12/18/2020	DEPT OF JUSTICE	$ 81.00
29041829	12/18/2020	ECOLAB PEST ELIMINATION	$ 1,401.68

Warrant Number	Date	Name	Amount
29041830	12/18/2020	GOLD STAR FOODS INC	$ 10,299.32
29041831	12/18/2020	GREENFIELD LEARNING INC.	$ 740.00
29041832	12/18/2020	HOME DEPOT CREDIT SERVICES	$ 265.29
29041833	12/18/2020	OLIVER PACKAGING & EQUIPMENT	$ 1,710.11
29041834	12/18/2020	PACIFIC RIM PRODUCE	$ 8,427.40
29041835	12/18/2020	PRODUCERS DAIRY FOODS INC	$ 784.98
29041836	12/18/2020	SAN FRANCISCO ELEVATOR	$ 1,754.00
29041837	12/18/2020	THERAPY TRAVELERS LLC	$ 1,520.00
29041838	12/18/2020	ASSOCIATION OF TWO WAY & DUAL	$ 1,600.00
29041839	12/21/2020	NCS PEARSON INC	$ 3,029.08
29041840	12/21/2020	XEROX FINANCIAL SERVICES	$ 480.84
29041841	12/21/2020	RIGHT AT SCHOOL	$ 42,435.00
29041842	12/21/2020	YMCA OF SILICON VALLEY	$ 11,700.00
29041843	12/22/2020	CERTIFIX LIVE SCAN	$ 18.00
29041844	12/22/2020	SAN MATEO UNION HIGH SCHOOL	$ 5,076.78
29041845	12/22/2020	XEROX CORPORATION	$ 8,018.17
29041846	12/22/2020	DREILING TERRONES ARCHITECTURE	$ 12,117.50
29041847	12/22/2020	GREYSTONE WEST COMPANY	$ 1,339.64
29041848	12/22/2020	ORBACH HUFF SUAREZ & HENDERSON	$ 22,542.95
29041849	12/22/2020	CERTIFIX LIVE SCAN	$ 27.00
29041850	12/23/2020	AMERICAN FIDELITY ASSURANCE CO	$ 1,292.53
29041851	12/23/2020	AMERIFLEX	$ 10,631.62
29041852	12/23/2020	CALIFORNIA TEACHERS	$ 29,736.30
29041853	12/23/2020	CALSTRS	$ 174.74
29041854	12/23/2020	CHAC	$ 10.00
29041855	12/23/2020	COLONIAL LIFE	$ 23,719.61
29041856	12/23/2020	LIFE INSURANCE CO OF N AMERICA	$ 18.05
29041857	12/23/2020	STANDARD INSURANCE CO	$ 4,483.26
29041858	12/23/2020	SUN LIFE FINANCIAL	$ 896.09
29041859	12/23/2020	U.S. BANK CORPORATE PAYMENT	$ 1,399.94
29041860	12/23/2020	APPLE INC	$ 20.03
29041861	12/23/2020	SMART AND FINAL	$ 511.94
29041862	12/23/2020	U.S. BANK CORPORATE PAYMENT	$ 3,676.64
29041863	12/23/2020	XIAIO, YUE	$ 38.00
29041864	12/23/2020	3 CHORDS INC	$ 7,125.00
29041865	12/23/2020	ADVANCED MEDICAL PERSONNEL SER	$ 10,640.00
29041866	12/23/2020	ASCENDANCY SOLUTIONS INC	$ 250.00
29041867	12/23/2020	BMR HEALTH SERVICES INC	$ 12,512.00
29041868	12/23/2020	DUNLAP, KATHLEEN	$ 382.00
29041869	12/23/2020	EMERSON, ROBERT	$ 191.00
29041870	12/23/2020	ENVIRONMENTAL VOLUNTEERS INC	$ 4,025.00
29041871	12/23/2020	GERALD AND BETTY GIST	$ 382.00

Warrant Number	Date	Name	Amount
29041872	12/23/2020	RHYTHM & MOVES INC	$ 62,640.00
29041873	12/23/2020	RO HEALTH INC	$ 4,657.77
29041874	12/23/2020	THERAPY TRAVELERS LLC	$ 3,040.00
98022263	12/1/2020	E3 DIAGNOSTICS	$ 935.00
98022264	12/1/2020	IINTERPRET INC	$ 250.00
98022265	12/1/2020	MUSIC VILLAGE	$ 7.77
98022266	12/1/2020	OFFICE DEPOT	$ 58.84
98022267	12/1/2020	SHRED-IT USA LLC	$ 59.92
98022327	12/2/2020	SCHOOL HEALTH CORPORATION	$ 2,847.05
98022439	12/4/2020	GIULIANO-PAGANO CORPORATION	$ 589.60
98022572	12/8/2020	AUS WEST LOCKBOX	$ 311.40
98022573	12/8/2020	BONAMI BAKING COMPANY INC	$ 201.60
98022574	12/8/2020	IINTERPRET INC	$ 1,030.00
98022575	12/8/2020	Occupational Health Centers of	$ 85.00
98022633	12/9/2020	AUS WEST LOCKBOX	$ 103.80
98022762	12/11/2020	OVERDRIVE INC	$ 5,000.00
98022837	12/14/2020	COLE SUPPLY COMPANY INC	$ 2,333.04
98022838	12/14/2020	IINTERPRET INC	$ 2,460.00
98022839	12/14/2020	LEARNING WITHOUT TEARS	$ 355.81
98022840	12/14/2020	SCHOOL SERVICES OF CALIF INC	$ 198.00
98022841	12/14/2020	SONITROL /PACIFIC WEST	$ 136.32
98022842	12/14/2020	STAR AUTISM SUPPORT	$ 4,085.00
98022843	12/14/2020	TEACHER CREATED MATERIALS	$ 594.97
98022874	12/15/2020	FOLLETT SCHOOL SOLUTIONS INC	$ 9,640.47
98022875	12/15/2020	LEARNING A-Z	$ 3,654.95
98022876	12/15/2020	RED CLOUD INC	$ 427.28
98022979	12/16/2020	BAY ALARM COMPANY	$ 5,097.05
98022980	12/16/2020	FOLLETT SCHOOL SOLUTIONS INC	$ 5,835.47
98022981	12/16/2020	LEARNING WITHOUT TEARS	$ 185.81
98023074	12/17/2020	OFFICE DEPOT	$ 4,926.97
98023155	12/18/2020	AUS WEST LOCKBOX	$ 207.60
98023156	12/18/2020	BONAMI BAKING COMPANY INC	$ 2,783.70
98023157	12/18/2020	FOLLETT SCHOOL SOLUTIONS INC	$ 1,941.82
98023158	12/18/2020	SCHOOL SPECIALTY	$ 1,304.73
98023159	12/18/2020	THERAPEUTIC LEARNING	$ 14,173.50
98023160	12/18/2020	FOLLETT SCHOOL SOLUTIONS INC	$ 1,591.32
98023161	12/18/2020	COLE SUPPLY COMPANY INC	$ 62,023.73
98023305	12/22/2020	CURRICULUM ASSOCIATES LLC	$ 209,637.00
98023381	12/23/2020	CURRICULUM ASSOCIATES LLC	$ 172.81
98023382	12/23/2020	GIULIANO-PAGANO CORPORATION	$ 268.00
98023383	12/23/2020	AUS WEST LOCKBOX	$ 415.20
98023384	12/23/2020	DISCOVERY EDUCATION INC.	$ 12,000.00

MOUNTAIN VIEW WHISMAN SCHOOL DISTRICT
ACCOUNTS PAYABLE WARRANT LIST
FOR THE MONTH OF DECEMBER 2020

Warrant Number	Date	Name	Amount
<29040595> Canceled	12/9/2020	HEANEY VIOLINS	$ (108.75)
<29040647> Canceled	12/9/2020	MCNULTY, BRETT	$ (35.84)
<29040648> Canceled	12/9/2020	MILLER, LEAH	$ (20.83)
<29040651> Canceled	12/9/2020	SAUNDERS, MERLENE	$ (55.09)
<29040664> Canceled	12/9/2020	MALDAVSKY, MIRIAM	$ (46.17)
<29041557> Canceled	12/21/2020	CERTIFIX LIVE SCAN	$ (27.00)
		Grand Total	**$ 2,538,179.40**

                          District?   29

                    Effective Year?   Not specified

                     Effective QTR?   Not specified

                Compute Totals Rule? N/A

                        Record Type? All record types

                      Cancel Option? All canceled/uncanceled

                     Summary Option? District totals only

             One employee per Page?   No

       Include terminated employees? Yes

                       SSN masking?   ExtRef (Right)

                     Pay line detail? No pay-line detail/summary

                    Deduction detail? No deduction detail/summary

                      Account detail? No account detail/summary

            Print position summary?   No

                  Selected Pay Codes?

              Selected Pay Locations?

                    Selected DI/SSN?

                  Selected Name From?
                                  To?

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EMPLOYEE ID  EMPLOYEE NAME     GROSS    NTX-GR   O-TIME  OASDI-GR   OASDI    SDI-GR     FIT      STRS      PERS      DED          T
DATE   PER   WARRANT/ST      FED TXB   FED IMP    CAR    MEDI-GR    MEDI      SDI       SIT    STRS-TS   PERS-TS     TSA          O
PAID   END                   ST TXB    ST IMP     EIC   OASDI-ER  MEDI-ER     SB       CLC    STRS-ER   PERS-ER  GLI-8999      NET T
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   District Totals       29 MOUNTAIN VIEW WHISMAN SD
     GROSS       OVER-TIME    OASDI-GROSS   MEDI-GROSS    SDI-GROSS        FIT          STRS          PERS
   4487688.82     3151.53     1223217.14   4369860.22     987346.44    435651.00    318987.02     87762.26


TAX-GROSS-FD   IMP-GROSS-FD      OASDI          MEDI          SDI          SIT        STRS-TS       PERS-TS
   3805817.16       0.00       75839.45      63841.97      9873.48    172509.47    318987.02     87762.26


   NTX-GROSS        TSA           DED           CAR        SURV-BEN        EIC      GLI (8999)        NET
    118318.05    156804.33     463234.43        0.00         0.00        0.00        489.45     2703185.41


TAX-GROSS-ST   IMP-GROSS-ST   OASDI-EMPR    MEDI-EMPR    STRS-EMPR    PERS-EMPR
   3805817.16       0.00         0.00          0.00         0.00         0.00


 TAX-PAID-CLC   MEDI+ GROSS       MEDI+
      0.00          0.00          0.00
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                                                                                                              U DFJ IMEF FMDoj nq ENI

Santa Clara County Office of Education

District Business & Advisory Services

Authorization and Order for transfer of School District Funds to Payroll Revolving Funds

FOR THE GOVERNING BOARD OF _____

Payroll Name: **Tenth of Month**   **End of Month**   **Manual**

Payroll Issue Date: _____

Under the provision of Section 42646 of the Education Code, you are hereby authorized and ordered to transfer from our school district's fund(s) to the Payroll Revolving Fund the **gross amount** required is $_____ to cover the submitted payroll prelists (PAY510, PAY512 & PAY513).

Payroll warrants will not be released without this signed authorization in District Business & Advisory Services (DBAS).

Authorized Signer's Signature: ___*Nadia Pongo*_____

Name: _____

Title: _____

Date: _____

                                                PAYROLL DATA YEAR: 2021
                                                     PAY NAME: EOM

                                                     RUN TYPE: PRE-LIST

                                                   DATE PAID: 12/18/2020

                                                  CHECK SORT: REGULAR

                                                  CANCEL APD: NO
                                          IGNORE SPECIAL TAX: NO

                                             MAXIMUM NET PAY:

                                                   LAST NAME:

                                               CONTROL GROUP:

                                                PAY LOCATION:

                                                    PAY CODE:

                                            RETIREMENT SYSTEM:

                                    BALANCE OF CONTRACT ONLY: NO

                                                         SSN:

                                          DISTRICTS SELECTED: 29

                                          PAY TYPES SELECTED:

                                          SUPPRESS PPO DETAIL: N

SCHEDULE	CYCLE	CLASS	TYPE	PERIOD END	PAYROLL#	LAST	PAID	WORKED	UC	PAY CODES
EOMREG	MO	REG	PAY	12/31/2020	06	NO	12	12	NO	01 02 11 12 05
EOMSUP	MO	SUP	PAY	12/31/2020	06	NO	12	12	NO	01 02 11 12 99 98
E10B06	MO	REG	PAY	12/31/2020	06	NO	10	10	NO	01 02 11 12
E10B07	MO	REG	PAY	12/31/2020	06	NO	10	10	NO	01 02 11 12
E11B06	MO	REG	PAY	12/31/2020	06	NO	11	11	NO	01 02 11 12
E11B07	MO	REG	PAY	12/31/2020	06	NO	11	11	NO	01 02 11 12
E11B08	MO	REG	PAY	12/31/2020	06	NO	11	11	NO	01 02 11 12
E10R06	MO	REG	PAY	12/31/2020	06	NO	10	10	NO	01 02 11 12
E10R07	MO	REG	PAY	12/31/2020	06	NO	10	10	NO	01 02 11 12
E11R06	MO	REG	PAY	12/31/2020	06	NO	11	11	NO	01 02 11
E11R07	MO	REG	PAY	12/31/2020	06	NO	11	11	NO	01 02 11 12
E11R08	MO	REG	PAY	12/31/2020	06	NO	11	11	NO	01 02 11 12
E10NB7	MO	REG	PAY	12/31/2020	06	NO	10	10	NO	01 02 11 12
E11NB7	MO	REG	PAY	12/31/2020	06	NO	11	11	NO	01 02 11 12 05
E09R06	MO	REG	PAY	12/31/2020	06	NO	09	09	NO	01 02 11 12
E09B06	MO	REG	PAY	12/31/2020	06	NO	09	09	NO	01 02 11 12
E10NB6	MO	REG	PAY	12/31/2020	06	NO	10	10	NO	01 02 11 12
EOYREG	MO	REG	PAY	12/31/2020	06	NO	12	12	NO	01 02 11 12
EOYSUP	MO	SUP	PAY	12/31/2020	06	NO	12	12	NO	01 02 11 12 99 98

PAYROLL PRELIST AUDIT TOTALS FOR DISTRICT

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                                         EMPLOYEE COUNTS

        RECEIVING WARRANTS    74           GETTING PAID FIRST TIME      2
               APD TO CU       0           TERMINATED GETTING PAID      1     RET SYSTEM 1/3 OPTION: P  %0.000
         APD TO CHECKING     596     STARTING APD CHECKING NEXT MONTH   4     RET SYSTEM 2/4 OPTION: X  %7.000
          APD TO SAVINGS       9     STARTING APD SAVINGS  NEXT MONTH   0              FICA OPTION:
                            -----     GETTING PAID BALANCE OF CONTRACT   0
        TOTAL GETTING PAID   679
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                                         PAYROLL TOTALS

      SALARY GROSS            DAILY GROSS             HOURLY GROSS      HOURLY AND DAILY GROSS        TOTAL GROSS
   NML  4,350,865.03     NML        0.00       NML        0.00       NML        0.00       NML  4,350,865.03
   ADJ    -27,274.17     ADJ        0.00       ADJ        0.00       ADJ        0.00       ADJ    -27,274.17
        --------------              --------------        --------------        --------------              --------------
ADJ NML  4,323,590.86*  ADJ NML        0.00*  ADJ NML        0.00*  ADJ NML        0.00*  ADJ NML  4,323,590.86*

   HR         0.00       HR         0.00       HR     54,185.33       HR     54,185.33       HR     54,185.33
   DEGN   47,435.25      DEGN       0.00       DEGN       0.00       DEGN       0.00       DEGN   47,435.25
   LOGN   10,603.66      LOGN       0.00       LOGN       0.00       LOGN       0.00       LOGN   10,603.66
   NIT     3,196.60      NIT        0.00       NIT        0.00       NIT        0.00       NIT     3,196.60
   EDIN    4,375.74      EDIN       0.00       EDIN       0.00       EDIN       0.00       EDIN    4,375.74
   MISC   16,425.17      MISC       0.00       MISC       0.00       MISC       0.00       MISC   16,425.17
   SUB        0.00       SUB   12,530.00       SUB      225.00       SUB   12,755.00       SUB   12,755.00
   CELL     350.00       CELL       0.00       CELL       0.00       CELL       0.00       CELL     350.00
   TRV    1,500.00       TRV        0.00       TRV        0.00       TRV        0.00       TRV    1,500.00
   ARR     -915.53       ARR      680.00       ARR      535.00       ARR    1,215.00       ARR      299.47
   VAC      942.14       VAC        0.00       VAC        0.00       VAC        0.00       VAC      942.14
   SPC    1,000.00       SPC        0.00       SPC        0.00       SPC        0.00       SPC    1,000.00
   RET      551.88       RET        0.00       RET        0.00       RET        0.00       RET      551.88
   TIC    4,500.00       TIC        0.00       TIC        0.00       TIC        0.00       TIC    4,500.00
   1522       0.00       1522       0.00       1522     513.25       1522     513.25       1522     513.25
   NTX    2,312.94       NTX        0.00       NTX        0.00       NTX        0.00       NTX    2,312.94
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PAYROLL PRELIST AUDIT TOTALS FOR DISTRICT

                                              PAYROLL TOTALS

        SALARY GROSS          DAILY GROSS          HOURLY GROSS     HOURLY AND DAILY GROSS        TOTAL GROSS
    OT        0.00        OT        0.00       OT      3,151.53      OT      3,151.53        OT      3,151.53
TOTAL OT      0.00*   TOTAL OT      0.00*  TOTAL OT    3,151.53* TOTAL OT    3,151.53*   TOTAL OT    3,151.53*

NON-NML   92,277.85*  NON-NML  13,210.00*  NON-NML   58,610.11*  NON-NML   71,820.11*   NON-NML   164,097.96*
 TOTAL 4,415,868.71**   TOTAL  13,210.00**   TOTAL   58,610.11**   TOTAL   71,820.11**    TOTAL 4,487,688.82**


TOTAL NUMBER HOURS WORKED:     2100.00       TOTAL NUMBER DAYS  WORKED:       71.00

         GROSS   FED IMP GROSS      NTX GROSS            TSA       RET-TS  FED TAX GROSS          FIT           AFIT
  4,487,688.82         0.00      118,318.05     156,804.33   406,749.28  3,805,817.16   425,188.63      10,462.37

           SIT          ASIT    OASDI GROSS          OASDI   MEDI GROSS       MEDICARE DEF-MEDI GROSS       DEF-MEDI
    170,561.47      1,948.00   1,223,217.14      75,839.45 4,369,860.22      63,841.97         0.00           0.00

      SURV-BEN           SDI            EIC      STRS SUBJ         STRS      PERS SUBJ         PERS            DED
          0.00      9,873.48          0.00   3,118,476.44   318,987.02  1,253,745.10    87,762.26     464,740.09

           NET        ADJ (+)        ADJ (-)     OASDI EMPR    MEDI EMPR     STRS EMPR     PERS EMPR
  2,701,679.75      7,102.59      35,136.19           0.00         0.00         0.00          0.00

STATE IMP GROSS STATE TAX GROSS      STRS (C)       STRS (P)      STRS (O)      PERS (C)      PERS (P)       PERS (O)
          0.00  3,805,817.16     191,193.06     127,793.96         0.00     41,343.52     46,418.74           0.00

   STRS/SUBJ (C)  STRS/SUBJ (P)  STRS/SUBJ (O)  PERS/SUBJ (C)  PERS/SUBJ (P)  PERS/SUBJ (O)  STRS/SUBJ DBS      STRS DBS
  1,866,208.88   1,252,267.56          0.00     590,621.57     663,123.53          0.00       4,155.00        332.40
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Agenda Item for Board Meeting of 1/21/2021

Agenda Category: REVIEW AND ACTION

Agenda Item Title: Adoption of Resolution No. 01-012121 for Determination that the Solar Projects at Public School Campuses and District Administration are Exempt from the California Environmental Quality Act, Approving the Projects, and Directing the Filing of a Notice of Exemption (10 minutes)

Estimated Time:

Person Responsible: Rebecca Westover Ed.D., Chief Business Officer

Background:

The District has developed ten (10) separate solar array projects, each one consisting of the construction and installation of solar/photovoltaic carports or shade structures and associated equipment at ten (10) separate existing District school campuses and administration sites ("**Projects**") to provide supplemental green energy in the form of electricity from solar energy at the sites listed below.

	School Site Name	Address
1	Benjamin Bubb ES	525 Hans Ave., Mountain View, CA 94040
2	Crittenden MS	1701 Rock St., Mountain View, CA 94043
3	Edith Landels ES	115 West Dana St., Mountain View, CA 94041
4	Frank L Huff ES	253 Martens Ave., Mountain View, CA 94040
5	Graham MS	1175 Castro St., Mountain View, CA 94040
6	Gabriela Mistral-Mariano Castro ES	505 Escuela Ave., Mountain View, CA 94040
7	Monta Loma ES	460 Thompson Ave., Mountain View, CA 94043
8	Stevenson ES – District Office	750 San Pierre Way, Mountain View, CA 94043
9	Theuerkauf ES	1625 San Luis Ave, Mountain View, CA 94043
10	Vargas ES	220 N. Whisman Road, Mountain View, CA 94043

The Projects consist of the construction and installation of underlit solar carports, shade structures or rooftop structures on either the existing parking lots, playfield, hardscape or rooftop areas of the existing District sites. The maximum height of the carports and shade structures is 13.5 feet, with an approximately 7% -10% tilt. The Projects will also include removal of non-native, ornamental trees from either the playfield or hardscape areas. Campuses will include an electric vehicle ("EV") charging station ground mounted to existing hardscape. The Resolution includes site-specific and summary information that describes the scope of work that will be performed at each site.

Before the District may determine to carry out the Projects, it must complete environmental review under CEQA, which exempts certain defined projects from completing a negative declaration or environmental impact report. District staff have determined that the Projects meet the definitions of the Class 3, Class 11, and Class 14 Categorical Exemptions.

RATIONALE:

The Class 3 Categorical Exemption, set forth in CEQA Guidelines section 15303, exempts a project that consists of construction and location of limited numbers of new, small facilities or structures and installation of small new equipment and facilities in small structures. The Class 11 Categorical Exemption, set forth in CEQA Guidelines section 15311, exempts a project that consists of construction or placement of minor structures accessory to existing institutional facilities. Here, the Projects consist of the construction and installation of solar energy systems and EV charging stations that comprise a limited number of new relatively small structures and accessory structures (i.e., solar carports, solar shade structures, EV charging stations) on existing public District administrative and school campuses, which are institutional and in an urban, built-up environment.

The Class 14 Categorical Exemption (CEQA Guidelines, § 15314) applies to minor additions to existing schools that do not increase student capacity by more the 25% or 10 classrooms, whichever is less. With the exception of the District administration site at Stevenson Elementary School, the solar/photovoltaic systems would be minor additions to existing schools that do not increase any school's student capacity. Thus, with the exception of the District administration site at Stevenson Elementary School the Project sites would be also categorically exempt under Class 14.

Once a project is determined to be exempt, it is no longer subject to either the procedural or substantive requirements of CEQA. Thus, CEQA review would be complete should the Board determine that the Projects are exempt and to carry out the Projects.

There are no known unusual circumstances that would otherwise except the Projects from these categorical exemptions. Accordingly, it is proper to determine the Projects categorically exempt under CEQA.

Should the Board adopt the Resolution, District staff will file a Notice of Exemption with the Santa Clara County Clerk and the State Clearinghouse.

Fiscal Implication:
None

Recommended Action:
That the Board adopt Resolution No. 01-012121 Determining that the Solar Projects at School Campuses and District Administration are Exempt from the California Environmental Quality Act, Approving the Project, and Directing the Filing of the Notice of Exemption

ATTACHMENTS:

Description	Type	Upload Date
MVWSD Resolution No. 01- 012121 - CEQA-Solar	Backup Material	1/7/2021
Solar Notice of Exemption-final.pdf	Backup Material	1/7/2021

Mountain View Whisman School District

Resolution No. 01-012121

Determination that the Solar Projects at School Campuses and District Administration are Exempt from the California Environmental Quality Act, Approving the Project, and Directing the Filing of the Notice of Exemption

WHEREAS, the Mountain View Whisman School District ("**District**") has developed ten (10) separate solar array projects, each one consisting of the construction and installation of solar/photovoltaic carports or shade structures and associated equipment at ten (10) separate existing District school campuses and administration sites ("**Projects**") to provide supplemental green energy in the form of electricity from solar energy to each respective site; and,

WHEREAS, each of the projects are located within existing school campuses and District administration at the following locations ("Sites"):

	School Site Name	Address
1	Benjamin Bubb ES	525 Hans Ave., Mountain View, CA 94040
2	Crittenden MS	1701 Rock St., Mountain View, CA 94043
3	Edith Landels ES	115 West Dana St., Mountain View, CA 94041
4	Frank L Huff ES	253 Martens Ave., Mountain View, CA 94040
5	Graham MS	1175 Castro St., Mountain View, CA 94040
6	Gabriela Mistral-Mariano Castro ES	505 Escuela Ave., Mountain View, CA 94040
7	Monta Loma ES	460 Thompson Ave., Mountain View, CA 94043
8	Stevenson ES – District Office	750 San Pierre Way, Mountain View, CA 94043
9	Theuerkauf ES	1625 San Luis Ave, Mountain View, CA 94043
10	Vargas ES	220 N. Whisman Road, Mountain View, CA 94043

WHEREAS, the Projects consist of the construction and installation of underlit solar carports, shade structures or rooftop structures on either the existing parking lots, playfield, hardscape or rooftop areas of the existing District sites. The maximum height of the carports and shade structures is 13.5 feet, with an approximately 7% - 10% tilt. The Projects will also include removal of non-native, ornamental trees from either the playfield or hardscape areas. Certain campuses will include an electric vehicle ("EV") charging station ground mounted to existing hardscape; and,

WHEREAS, solar/photovoltaic system at Benjamin Bubb Elementary School will include two solar shade structures located in the center of the playground and south and east of the school buildings, two inverters, and other associated equipment. The EV charging station will be located in the northwestern parking lot; and,

WHEREAS, solar/photovoltaic system at Crittenden Middle School will include one solar carport located in the northeastern parking lot, and two rooftop structures located on the auditorium building just south of the parking lot and the library/classroom building located on the southwestern portion of the school, four inverters, and other associated equipment. The EV charging station will be located in the northeastern

parking lot underneath the carport structure. Approximately two light poles and nine non-native, ornamental trees will be removed, and nine trees will be planted; and,

WHEREAS, solar/photovoltaic system at Edith Landels Elementary School will include two solar shade structures located in the center of the playground and south and east of the school buildings, two inverters, and other associated equipment. The EV charging station will be located in the northern parking lot northeast of the main school entrance. Approximately one non-native, ornamental tree will be removed, and one tree will be planted; and,

WHEREAS, solar/photovoltaic system at Frank L. Huff Elementary School will include two solar shade structures located in the center of the playground and south and east of the school buildings, two inverters, and other associated equipment. The EV charging station will be located in the northern parking lot northwest of the main school entrance. Approximately three non-native, ornamental trees will be removed, and three trees will be planted; and,

WHEREAS, solar/photovoltaic system at Graham Middle School will include three solar carport structures, one located in the parking lot north of building "Unit 11", one located in the parking lot north of building "Unit 17", one located in the District Corp Yard parking lot, and two solar shade structures located in the playground area north of the track to the east of building "Unit 14", five inverters, and other associated equipment. The EV charging station will be located in the northeastern parking lot underneath the solar structure near "Unit 17". One light pole and its base will be removed. Approximately ten non-native, ornamental trees will be removed, and ten trees will be planted; and,

WHEREAS, solar/photovoltaic system at Gabriela Mistral / Mariana Castro Elementary School will include one solar carport structure located in the northwestern parking lot and one solar shade structure located in the center of the playground southwest of the Library, two inverters, and other associated equipment. The EV charging station will be located in the northwestern parking lot underneath the solar structure. Four light poles and their bases will be removed. Approximately one non-native, ornamental tree will be removed, and one tree will be planted; and,

WHEREAS, solar/photovoltaic system at Monta Loma Elementary School will include one solar shade structure located in the center of the playground, and two rooftop structures on buildings "L" and "N", two inverters, and other associated equipment. The EV charging station will be located in the northern parking lot. Approximately six non-native, ornamental trees will be removed, and six trees will be planted; and,

WHEREAS, solar/photovoltaic system at Stevenson Elementary School will include two solar carport structures, one located in the parking lot south of building "D" and west of building "E" and one located in the parking lot east of building F, and one solar shade structure located in the playground area between buildings "B" and "C", four inverters, and other associated equipment. One EV charging station will be located in the parking lot south of building "D" and west of building "E" under the solar carport, and one will be located in the parking lost east of building "F". Two light poles and their bases will be removed. Approximately four non-native, ornamental trees will be removed, and four trees will be planted; and,

WHEREAS, solar/photovoltaic system at Theuerkauf Elementary School will include one solar shade structure located in the eastern portion of the playground and five rooftop structures located on various

school buildings, three inverters, and other associated equipment. The EV charging station will be located in the eastern parking lot. Approximately 12 non-native, ornamental trees will be removed, and 12 trees will be planted; and,

WHEREAS, solar/photovoltaic system at Vargas Elementary School will include one solar shade structure located in the playground area and west of building "C", two inverters, and other associated equipment. The EV charging station will be located in the eastern parking lot; and,

WHEREAS, before the District may determine to carry out the Projects, it must comply with the California Environmental Quality Act ("CEQA") for each of the Projects. District staff have determined that the Projects meet the definitions of the Class 3, Class 11, and Class 14 Categorical Exemptions; and,

WHEREAS, the Class 3 Categorical Exemption set forth in CEQA Guidelines section 15303 exempts a project that consists of construction and location of limited numbers of new, small facilities or structures and installation of small new equipment and facilities in small structures; and,

WHEREAS, the Class 11 Categorical Exemption set forth in CEQA Guidelines section 15311 exempts a project that consists of construction or placement of minor structures accessory to existing commercial, industrial, or institutional facilities; and,

WHEREAS, the Projects consist of the construction and installation of solar energy systems that comprise a limited number of new relatively small structures and accessory structures (i.e., solar carports, solar shade structures, EV charging stations) on existing public District administrative and school campuses, which are institutional and in an urban, built-up environment; and,

WHEREAS, the Class 14 Categorical Exemption (CEQA Guidelines, § 15314) applies to minor additions to existing schools that do not increase student capacity by more the 25% or 10 classrooms, whichever is less; and,

WHEREAS, with the exception of the District administration site at Stevenson Elementary School, the solar/photovoltaic systems would be minor additions to existing schools that do not increase any school's student capacity; and,

WHEREAS, none of Projects will increase student capacity because none of the Projects change the physical space for housing students, since each one of the Projects is a solar/photovoltaic system and associated equipment to generate and supply solar energy to each respective school campus; and,

WHEREAS, the District has reviewed each of the Projects individually, considered whether each of the Projects may have significant environmental impacts due to unusual circumstances, and determined that none exist for any of the Projects.

NOW, THEREFORE, it is found, determined and resolved by the Governing Board of the District ("**Board**") as follows:

Section 1.   Each of the Projects meets the definition of the Class 3 Categorical Exemption (CEQA Guidelines, § 15303), because each of the Projects consists of the construction and operation of a

solar/photovoltaic system containing a limited number of new small facilities or structures on an existing administration or school sites.

Section 2.   Each of the Projects, meets the definition of the Class 11 Categorical Exemption (CEQA Guidelines, § 15311), because each of the Projects consists of the construction of minor structures accessory to existing institutional facilities.

Section 3.   Each of the Projects, except for the District administration site at Stevenson Elementary School meets the definition of the Class 14 Categorical Exemption (CEQA Guidelines, § 15314), because each of the Projects consists of minor additions to an existing school site that will not increase original student capacity by more than twenty-five percent (25%) or ten (10) classrooms.

Section 4.   There is no indication of unusual circumstances that would cause a potentially significant environmental impact related to the Project.

Section 5.   The Project is exempt from the requirements of CEQA.

Section 6.   The applicable requirements of CEQA have been fulfilled for the Project.

Section 7.   The Superintendent or the Superintendent's designee is authorized and directed to file the attached Notice of Exemption for the Projects with the Santa Clara County Clerk within five (5) days of the adoption of this Resolution.

PASSED AND ADOPTED by the Governing Board of the Mountain View Whisman School District this day of January 21, 2021 by the following vote:

AYES:

NOES:

ABSENT:

ABSTENTIONS:

_____
Clerk of the Board of Trustees
Mountain View Whisman School District
Santa Clara County, California

Notice of Exemption

Appendix E

To: Office of Planning and Research
P.O. Box 3044, Room 113
Sacramento, CA 95812-3044

County Clerk

County of: _____

_____

_____

From: (Public Agency): _____

_____

_____

(Address)

Project Title: _____

Project Applicant: _____

Project Location - Specific:

Project Location - City: _____ Project Location - County: _____

Description of Nature, Purpose and Beneficiaries of Project:

Name of Public Agency Approving Project: _____

Name of Person or Agency Carrying Out Project: _____

Exempt Status: **(check one):**

   ☐ Ministerial (Sec. 21080(b)(1); 15268);

   ☐ Declared Emergency (Sec. 21080(b)(3); 15269(a));

   ☐ Emergency Project (Sec. 21080(b)(4); 15269(b)(c));

   ☐ Categorical Exemption. State type and section number: _____

   ☐ Statutory Exemptions. State code number: _____

Reasons why project is exempt:

Lead Agency
Contact Person: _____ Area Code/Telephone/Extension: _____

If filed by applicant:

   1. Attach certified document of exemption finding.

   2. Has a Notice of Exemption been filed by the public agency approving the project? ☐ Yes   ☐ No

Signature: _____ Date: _____ Title: _____

   ☐ Signed by Lead Agency ☐ Signed by Applicant

Authority cited: Sections 21083 and 21110, Public Resources Code.   Date Received for filing at OPR: _____
Reference: Sections 21108, 21152, and 21152.1, Public Resources Code.

Revised 2011

Agenda Item for Board Meeting of 1/21/2021

Agenda Category: REVIEW AND ACTION

Agenda Item Title: Schematic Design Review Huff Elementary School Portable Project (10 minutes)

Estimated Time:

Person Responsible: Rebecca Westover Ed.D., Chief Business Officer

Background:
The District has developed schematic designs for the Huff Elementary School Portable Classroom Project.
In order to stay on target for construction in the summer of 2021, this project needs to be submitted to the Division of State Architect for Over-the-Counter Review by March 2021. Overall construction is anticipated to take two months from June through August 2021.
The anticipated project cost is $423,379.00. Funding for the Huff Elementary School Portable Project is from the Measure T Bond Program.

Fiscal Implication:
Measure T Bond Program - $423,379.00.

Recommended Action:
It is recommended the Board of Trustees approve the schematic design, budget and schedule presented for Huff Elementary School Portable Project as presented.

ATTACHMENTS:

Description	Type	Upload Date
Huff Portable Location Presentation - Budget & Schedule	Backup Material	1/13/2021

Huff Elementary School Portable Scope of Work

- Purchase and installation of one (1) new 30'x32' portable classroom building
  - Finishes to match existing campus portables with carpet and VCT flooring (wet areas), lower cabinets with countertop and sink, tack board walls with whiteboards.
  - Front Row Audio-Visual System (similar to other classrooms on campus and throughout the District).
  - Portable to be set next to existing portable classrooms on the east side of the campus.
  - Location was the prefered location based on site feedback

Site Plan

Frank L. Huff Elementary School
New Portable
Mountain View Whisman School District
12/09/20

HIBSER YAMAUCHI
Architects, Inc.

Mountain View Whisman School District

Floor Plan and Exterior Elevations

1 NEW FLEX CLASSROOM BUILDING FLOOR PLAN
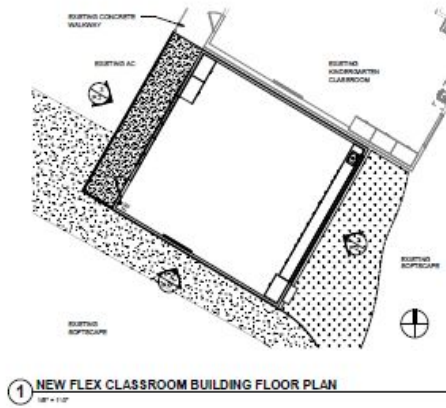
3 EXTERIOR ELEVATION - WEST

4 EXTERIOR ELEVATION - SOUTH
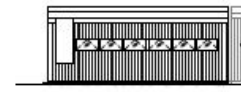
2 EXTERIOR ELEVATION - EAST

Frank L. Huff Elementary School
New Portable
Mountain View Whisman School District
01/12/21

HIBSER YAMAUCHI
Architects, Inc.

Mountain View Whisman School District

Schematic Design Budget

#	Description	Quantity	Unit	Unit $		Total	
1	Sitework	1524	sf	$	25	$	38,100
2	Sewer & Water	200	lf	$	125	$	25,000
3	Electrical Connection	95	lf	$	175	$	16,625
4	Data Connection and devices	960	sf	$	25	$	24,000
5	Fire Alarm Connection	150	lf	$	75	$	11,250
6	Fire Alarm Devices	4	ea	$	2,000	$	8,000
7	Audio Visual	1	alw	$	12,500	$	12,500
8	30'x32' Portable with Sink and Casework	1	ls	$	115,000	$	115,000
9	Concrete Foundation	1	ea	$	38,500	$	38,500
10	Markerboard Wall	112	sf	$	45	$	5,040
11	**Anticipated bid amount**	**1**	**ls**			**$**	**294,015**

Project Cost

Description	Quantity		Unit Cost		Subtotal	
Construction Budget	1	ls			$	294,015
Construction Contingency	10	%			$	29,402
Architect Fees	1	ls			$	34,000
Architect Reimbursable Expenses	1	ls			$	1,020
Blueprinting	1	ls			$	500
Topographic Survey	1	ls	$	7,500	$	7,500
Soils Report & Testing	2	%			$	5,880
CM Fees	4.5	%			$	13,231
DSA Inspector (Part Time)	2	mos.	$	8,000	$	16,000
Testing Laboratory	2	%			$	5,880
Bid Advertisements	1	ls			$	2,500
DSA Fees	1.2	%	$	323,417	$	3,881
CGS Fees	1	ea	$	3,600	$	3,600
CEQA	1	ls	$	1,000	$	1,000
Legal	1	ls	$	1,500	$	1,500
Moving Expenses	1	ls	$	3,470	$	3,470
Grand Total					**$**	**423,379**

Mountain View Whisman School District

Schedule

Task Name	Duration	Start	Finish
Huff Portable	**189 days**	**Mon 11/30/20**	**Thu 8/19/21**
Schematic Design	29 days	Mon 11/30/20	Thu 1/7/21
BOT Action SD Approval	1 day	Thu 1/21/21	Thu 1/21/21
RFP Portable Manufacturer	20 days	Mon 1/18/21	Fri 2/12/21
Award Portable Piggyback Contract for Portable Manufacturer (Board Action)	1 day	Thu 3/4/21	Thu 3/4/21
Construction Documents	45 days	Fri 1/22/21	Thu 3/25/21
DSA Over-the-Counter	30 days	Fri 3/26/21	Thu 5/6/21
Portable Building Procurement	45 days	Fri 5/7/21	Thu 7/8/21
Bid & Award Site Package	25 days	Fri 4/9/21	Thu 5/13/21
Award Site Package	1 day	Thu 5/20/21	Thu 5/20/21
Construction	50 days	Fri 6/4/21	Thu 8/12/21

Mountain View Whisman School District

Questions/Comments/Discussion

Agenda Item for Board Meeting of 1/21/2021

Agenda Category: REVIEW AND DISCUSSION

Agenda Item Title: Return to Learn Reopening (90 minutes)

Estimated Time:

Person Responsible: Dr. Ayindé Rudolph, Superintendent

Background:
The Board of Trustees will hear a presentation from Dr. Rudolph on the school reopening process.

Per CDPH (California Department of Public Health) Schools serving students in grades K-6 may not reopen for in-person instruction in counties with adjusted CR above 25 cases per 100,000 population per day.

Santa Clara County adjusted CR is 40.4 per 100K. MVWSD will remain closed until we reach a time where the data, or CDPH, will allow schools to reopen.

Fiscal Implication:
None at this time.

Recommended Action:
No action at this time.

ATTACHMENTS:

Description	Type	Upload Date
Consolidated Schools Guidance	Backup Material	1/14/2021
Early-Action-TBL-In-Person-Instruction-One-Pager	Backup Material	1/14/2021
TrailerBill In Person Instruction Grants and COVID 19 School Reporting	Backup Material	1/14/2021
Stage 4 progress Jan 2021	Backup Material	1/15/2021

COVID-19 and Reopening In-Person Instruction Framework & Public Health Guidance for K-12 Schools in California, 2020-2021 School Year

January 14, 2021

CALIFORNIA ALL

Your Actions Save Lives

CDPH
California Department Of
PublicHealth

Table of Contents

Overview

The California Department of Public Health (CDPH) developed the following framework to support school communities as they decide when and how to implement in-person instruction for the 2020-2021 school year. This document is rooted in the scientific evidence available to date and supports twin goals: **safe** and **successful** in-person instruction.

Understanding and evidence about the transmission and epidemiology of SARS-CoV-2, the virus that causes COVID-19, has evolved significantly over the course of the pandemic. Schools throughout the state are now in various stages of instruction including fully distance learning, fully in-person learning, and hybrid instruction based on local conditions.

Key mitigation strategies, studied in multiple settings and used successfully in schools nationally and internationally, allow for safe in-person instruction. The thoughtful implementation of mitigation strategies, specific to school context, provides a careful and effective pathway forward as community transmission rates fluctuate.

Information about the latest science of COVID-19 transmissions, including evidence regarding the lower risk of transmission for elementary aged students compared to middle and high-school aged students, is available here as an evidence summary. However, new evidence and data about COVID-19 transmission, including variations by age, and the effectiveness of disease control and mitigation strategies continues to emerge regularly.

Recommendations regarding in-person school reopening and closure should be based on the latest available evidence as well as state and local disease trends and we will update this guidance as needed to reflect new evidence.

This document is intended to provide an update to the *COVID-19 and Reopening In-Person Learning Framework for K-12 Schools* in California, 2020-2021 School Year (July 17, 2020) guidance. This document also provides a consolidation of content from other CDPH COVID-19 and school-related guidance and supersedes previous CDPH COVID-19 and Cal/OSHA school guidance.

AUTHORITY

This guidance is a public health directive that applies to all public and private schools operating in California. Under operative executive orders and provisions of the California Health and Safety Code, schools must comply with orders and guidance issued by the California Department of Public Health and relevant

local health departments (LHDs) to limit the spread of COVID-19 and protect public health.

Governmental and non-governmental entities at all levels have issued guidance and directives relating to the safe reopening of schools for in-person instruction. Schools may comply with guidance from other federal, state, local, and non-governmental sources, to the extent those guidelines are not weaker than or inconsistent with state and local public health directives.

This updated directive also incorporates two other public health directives issued January 14, 2021, related to: (1) reporting details of any positive case of a person who has been on campus to LHDs and (2) reporting to CDPH whether and to what degree all public and private schools have reopened to serve students in-person on campus. These directives are attached as Appendices 3 and 4.

SUMMARY OF CHANGES AND ADDITIONS

CDPH developed this comprehensive framework to support school communities as they determine how to implement in-person instruction for the remainder of the 2020-2021 school year.

This document is intended to consolidate and update prior state public health guidance and orders related to schools. Specifically, this document supersedes the following guidance, orders, and frequently asked questions:

- *COVID-19 Industry Guidance: Schools and School-Based Programs* (first published in May 2020; last updated August 3, 2020).
- The *COVID-19 and Reopening In-Person Learning Framework for K-12 Schools* in California, 2020-2021 School Year (July 17, 2020).
- The Elementary Education Waiver process and the associated School Waiver Letter and Cover Form and Local Health Officer Waiver Notice Form (all issued on August 3, 2020).
- CDPH Schools Frequently Asked Questions (first issued August 3, 2020; last updated October 20, 2020).

This update provides both K-12 schools and LHDs additional guidance for providing in-person instruction, including:

1. Criteria and processes for school reopenings under the Blueprint for a Safer Economy framework.
2. Considerations intended to help school community leaders plan for and prepare to resume in-person instruction including steps to take when a

student or staff member is found to have COVID-19 symptoms during the school day and while participating in before and after school programs.

3. Response to confirmed COVID-19 infections when:
    a. a case of COVID-19 is confirmed in a student or staff member; and
    b. a cluster or outbreak of COVID-19 at a school is being investigated.
4. Physical distancing in classrooms.
5. Implementation of stable groups of students and staff.

This document does not modify or supersede the [Guidance Related to Cohorts for Children and Youth](#) (first issued on August 25, 2020; last updated September 4, 2020), which applies to groups of children and youth in controlled, supervised, and indoor environments. The Cohort Guidance continues to allow schools that are not permitted to reopen under state or local public health directives and schools (and any grades at schools) that have not yet reopened if permitted to do so to serve students in-person in small, stable cohorts, as specified in the Cohort Guidance.

DEFINITIONS

Schools and Local Educational Agencies (LEAs): As used throughout this document, refer to county offices of education or their equivalent, school districts, charter schools, and the governing authorities of private schools (including nonpublic nonsectarian schools).

Transitional Kindergarten: Means the first year of a two-year kindergarten program that uses a modified kindergarten curriculum that is age and developmentally appropriate. As used throughout this document, "kindergarten" is inclusive of transitional kindergarten.

Cohorts: In this document, "cohorts" has a specific meaning, which are groups of students who are meeting for targeted supports and intervention services, under the direction of an LEA, while the school is closed to in-person instruction and in addition to distance learning. Sometimes these groups are also called "learning hubs" or "pods." Regardless of the name, all of the provisions in the [Cohorting Guidance](#) must be followed for such cohorts to meet, whether they are operated by LEAs, non-profits, or other providers, as a maximum of 16 individuals (students and staff). In this document, "cohort" does not refer to the more general "stable groups" that are described in the Stable Group Guidance section below.

Reopen for in-person instruction:

What does it mean to be "open" or "reopened"? The term "open" or "reopen" refers to operations for at least one grade at the school that are permitted only

if the county satisfies the eligibility requirements for schools to "open" or "reopen." Specifically, the school must have given all students in at least one grade the option to return for in-person instruction for at least part of the school-week to be considered to "open" or "reopen." This includes a school that has offered all students in at least one grade the option of receiving in-person instruction for only certain days during the week (commonly referred to as a "hybrid" model). Schools that were operating only in the manner permitted under the Cohorting Guidance are therefore not "open" or "reopened."

In addition, if only some students were being served in-person in a school in a county in the Red Tier or lower (e.g., only students with disabilities) and all students in at least one grade did **not** have the option to return in-person as described above, the school has not "opened" or "reopened." In such circumstances, if the school is located in a county that shifts to the Purple Tier, the school may continue serving the students in-person as it did while in the Red Tier, but it may <u>not</u> bring additional students back for in-person instruction and services, unless it adheres to the Cohort Guidance for the students newly brought back in-person.

Is a school "reopened" if it was previously permitted to reopen but became ineligible to reopen before actually reopening? No. Schools must have actually reopened for in-person instruction (using the definition above) while the county was in the Red Tier in order to remain open if the county moves back to Purple Tier. If the county is in the Purple Tier on the day the school plans to reopen for in-person instruction, the school must wait until it is eligible again.

If a school was implementing a phased reopening (e.g., only opened grades 9-10 for in-person instruction with set plans to phase in grades 11 and 12) while the county was in the Red Tier, the <u>school site</u> may continue their phased reopening if the county reverts back to the Purple Tier, if authorized by local health officer (LHO). This is only applicable to individual school sites. If a school district has a phased reopening of their schools, the schools in that district that did not open for in-person instruction may not re-open until the county meets the reopening criteria.

This also applies to schools subject to the updated Elementary Reopening Process (see below) applicable to the Purple Tier. Even if the school previously received a waiver under the former Elementary Education Waiver Process or meets the conditions to reopen under the updated Elementary Reopening Process, if it has not yet reopened and the county case rate (CR) exceeds the criteria described below, the school must delay reopening until the county case rate drops below the threshold.

In-Person School Reopening

The two subsections below describe the requirements for all schools, including those that have already reopened and those that have not. The Blueprint for a Safer Economy continues to inform the school reopening process. The Blueprint for a Safer Economy is based on Tiers, defined using the CR, the 7-day average of daily COVID-19 cases per 100,000 population, and the test positivity in a county. This Schools Framework uses the adjusted case rate, as described in the Blueprint.

Under this updated guidance, all schools must complete and post to their website homepages a COVID-19 Safety Plan (CSP), described below in COVID-19 Safety Plan for In-person Instruction section (page 10) prior to reopening for in-person instruction. Schools that have already reopened are required to post their CSPs by February 1, 2021. The CSP is intended to consolidate requirements to develop written plans pursuant to CDPH guidance first issued in May 2020 and the Cal/OSHA Emergency Temporary Standards finalized in November 2020.

Of note, the Cal/OSHA Emergency Temporary Standards require a written plan called the Cal/OSHA COVID-19 Prevention Program (CPP) (see the COVID-19 Safety Plan for In-person Instruction for more information); therefore, schools are expected to have already created this written plan. In order to align with Cal/OSHA standards and minimize burden to schools, the CPP for the school is the first component of the CSP.

As described below, under the updated Elementary Reopening Process, schools must also submit a copy of the CSP to the LHD and the State Safe Schools for All Team before they reopen elementary schools if they are operating within a jurisdiction or county that is in the Purple Tier.

REQUIREMENTS FOR SCHOOLS THAT HAVE ALREADY REOPENED

The *COVID-19 and Reopening In-Person Learning Framework for K-12 Schools* in California, 2020-2021 School Year (July 17, 2020 Framework) permitted schools to reopen for in-person instruction at all grades if they are located in counties in the Red, Orange, or Yellow Tiers under the Blueprint for a Safer Economy. Operations for schools that are already open must adhere to the School Reopening Guidance section below.

Schools that have already reopened for in-person instruction must, by February 1, 2021, complete and post a COVID-19 Safety Plan (CSP) to their website homepage or, in the case of schools that do not maintain websites, in another

publicly accessible manner, to continue operating in-person instruction, as described in the Covid-19 Safety Plan for In-Person Instruction section.

Schools that have reopened are not required to close if the county moves to the Purple Tier or goes over a CR of 25 per 100,000 population. See School Closure Determinations below for more information.

CRITERIA TO REOPEN FOR IN-PERSON INSTRUCTION

Red, Orange, and Yellow Tiers. Consistent with the July 17 Framework, schools may reopen at all grades if they are located in counties in the Red, Orange or Yellow Tiers under the Blueprint for a Safer Economy. Operations once reopened must adhere to the updated Sector Guidance for School and School-Based Program reflected in this document (see below). Schools that reopen under this paragraph must complete and post a CSP to their website homepage before reopening for in-person instruction, as described in the CSP Posting and Submission Requirements for In-Person Instruction section.

Purple Tier. Schools may not reopen for grades 7-12 if the county is in Purple Tier. Subject to the limitation in the bullet immediately below, schools serving grades K-6 may reopen for in-person instruction in the Purple Tier, including during a State of California Regional Stay at Home Order, if they complete and post a CSP to their website homepage and submit the CSP to their local health officer (LHO) and the State Safe Schools for All Team and there are no identified deficiencies, as described in the Covid-19 Safety Plan (CSP) Posting and Submission Requirements for In-Person Instruction section below.

- **K-6 schools in counties in Purple Tier with CR>25:** Schools serving students in grades K-6 may not reopen for in-person instruction in counties with adjusted CR above 25 cases per 100,000 population per day. They may post and submit a CSP, but they are not permitted to resume in-person instruction until the adjusted CR has been less than 25 per 100,000 population per day for at least 5 consecutive days. This case rate reflects recommendations from the Harvard Global Health Institute analysis of safe school reopening policy. Please find additional information on how the adjusted CR is calculated here. Recognizing that re-opening for in-person instruction takes time to routinize and improve safety, and that some schools may have already been conducting in-person learning successfully and had time to optimize all their policies and procedures to support minimal disease transmission on-site and detect new cases, schools who have already opened, as defined above, with minimal or no in-school transmission, may remain open and may consider increasing testing per CDPH supported testing framework.

These new criteria and the requirements below replace the Elementary Education Waiver (issued August 3) that allowed LHOs to grant a waiver to school applicants for grades K-6 if specific criteria were satisfied. All waivers approved prior to this date remain valid.

COVID-19 SAFETY PLAN (CSP) FOR IN-PERSON INSTRUCTION

The COVID-19 Safety plan (CSP) consists of two parts: (1) the Cal/OSHA COVID-19 Prevention Program (CPP) and (2) the COVID-19 School Guidance Checklist.

Cal/OSHA Prevention Program (CPP)

On December 1, 2020, Cal/OSHA's Emergency Temporary Standards requiring employers to protect workers from hazards related to COVID-19 went into effect. The regulations require that employers, including schools, establish and implement a written CPP to address COVID-19 health hazards, correct unsafe or unhealthy conditions, and provide face coverings. Employers can also create a written CPP by incorporating elements of this program into their existing Injury and Illness Prevention Program (IIPP), if desired. Cal/OSHA has posted FAQs and a one-page fact sheet on the regulation, as well as a model COVID-19 prevention program.

- Cal/OSHA [Frequently Asked Questions](#)
- Cal/OSHA [Fact Sheet](#)
- Cal/OSHA Prevention Program Template - [Example](#)

COVID-19 School Guidance Checklist

In addition to the CPP, a COVID-19 School Guidance Checklist must be included and be posted online and submitted as outlined below.

COVID-19 SAFETY PLAN (CSP) POSTING AND SUBMISSION REQUIREMENTS FOR IN-PERSON INSTRUCTION

The Tiers from the Blueprint for a Safer Economy Framework inform the process needed for submission of CSPs for maintaining and/or resuming in-person instruction as described below and in Table 1.

Yellow (Tier 4/Minimal), Orange (Tier 3/Moderate), and Red (Tier 2/Substantial):

- For schools that have already reopened and are located in a county that is in the Yellow, Orange, or Red Tier, the LEA must post the CSP publicly on its website homepage by February 1, 2021.
- For those schools that have not reopened, and the county has been in the Purple Tier, the county must be in the Red Tier for 5 consecutive days before the school may reopen.
- For schools that have not reopened, the LEA must complete and post the CSP publicly on its website homepage at least 5 days prior to providing in-person instruction.
- While developing and prior to posting a CSP, it is strongly recommended that the LEA (or equivalent) consult with labor, parent, and community organizations. Examples of community organizations include school-based non-profit organizations and local organizations that support student enrichment, recreation, after-school programs, health services, early childhood services, or provide family support.

Purple (Tier 1/Widespread):

- For schools that have already reopened and are located in a county or LHD that is in the Purple Tier, the LEA must post the CSP publicly on its website homepage by February 1, 2021.
- Schools serving grades K-6 not already open, may reopen for in-person instruction if the LEA completes and posts a CSP to its website homepage and submits the CSP to their LHD and the State Safe Schools for All Team and does not receive notification of a finding that the CSP is deficient within 7 business days of submission. Under these circumstances, schools serving grades K-6 may only reopen for their K-6 grade students, even if their school serves non-K-6 grade students (e.g., a 6-8 school).
  - While developing and prior to submitting a CSP, the LEA must consult with labor, parent, and community organizations. Examples of community organizations include school-based non-profit organizations and local organizations that support student enrichment, recreation, after-school programs, health services, early childhood services or provide family support.
  - The COVID-19 School Guidance Checklist requires that the LEA provide evidence of consultation with labor, parent, and community organizations.
    - The LEA must sign an attestation confirming the names and dates that the organizations were consulted. If school staff are not represented by a labor organization, then the applicant must describe the process by which it consulted with school staff.

- o The LEA must confirm publication of the CSP on the website of the LEA.
- o The LEA must submit the CSP on behalf of all schools within their direct administrative authority, with site-specific precautions noted within the CSP to address considerations unique to specific school sites, as applicable. For example, a school district must submit a consolidated CSP for every school under its direct administrative authority, and must outline site-specific precautions insofar as there are features unique to the site that raise greater risks of COVID-19 transmission.
- o If a group of private, faith-based, or charter schools within a single county are subject to the same governing authority (e.g., an archdiocese, charter management organization, etc.), the governing authority may submit the CSP on behalf of those schools, but must address site-specific considerations consistent with the bullet above. Otherwise, independent, private, faith-based, or charter schools that are affiliated with a broader network should post and submit the CSP for each school.
- o LHDs and the State Safe Schools for All Team have 7 business days to provide feedback to the LEA regarding deficiencies in the CSP.
- o The school may reopen on the eighth business day after submitting the CSP if the LHD and/or State Safe Schools for All Team do not provide notification that the CSP is unsafe within 7 business days of submission.
- o If the LHD and/or State Safe Schools for All Team identify any deficiencies during the 7-business-day review period, the LEA will receive feedback on what they need to improve in order to be able to reopen for in-person instruction.
- o After the LEA responds to feedback and re-submits the plan, the entity that identified the deficiency will have 7 business days to review revisions.
- o If the LHD has noted a deficiency in a submitted CSP and has required a response prior to opening for in-person instruction, the LHD must notify the State Safe Schools for All Team.
- o The school may reopen on eighth business day after submitting the revisions if the LHD and the State Safe Schools for All Team do not provide additional feedback.
- As noted above, schools serving grades K-6 may not reopen for in-person instruction in jurisdictions with CR above 25 cases per 100,000 population per day.

Table 1. School reopening actions for in-person instruction, by Tier			
Yellow **CR <1.0*** **TP<2%**	**Orange** **CR 1-3.9*** **TP 2-4.9%**	**Red** **CR 4-7*** **TP 5-8%**	**Purple** **CR>7*** **TP >8%**
- CSP posted publicly for K-12th grades 5 days prior to in-person instruction.	- CSP posted publicly for K-12th grades 5 days prior to in-person instruction.	- CSP posted publicly for K-12th grades 5 days prior to in-person instruction. - Must be in Red 5 days prior to reopening.	- <u>Already reopened</u>: CSP posted publicly by 02/01/21. <u>Not previously open</u>: - CSP posted publicly for K-6, and submitted concurrently to LHD and State Safe Schools for All Team. - 7 business days for review. - 7th-12th grade reopening not permitted if CR>7*. - K-6th grade reopening not permitted if CR>25*, though CSP can be posted and submitted for review. - Note: Targeted in-person instruction may be offered pursuant to the Cohorting Guidance.

*Adjusted case rate.

While not required, LEAs are strongly encouraged to post on their website, along with the CSP, the detailed plans describing how they will meet the requirements outlined in the CSP elements. This can provide transparency to school community members making decisions about participation in in-person learning.

The email address for submission of the CSP to the State Safe Schools for All Team is: K12csp@cdph.ca.gov.

Cohorting Guidance for Specialized Services

This updated guidance does not modify or supersede the applicability of the Cohorting Guidance to school settings. More information regarding the minimum health and safety guidelines that must be followed to provide in-person services and supervision to children and youth in cohorts is set forth in the Cohorting Guidance, which applies across multiple sectors serving youth, including childcare and schools that are not reopened for in-person instruction.

The stable groups described in the Cohorting Guidance, and described below in the Stable Group Guidance decreases opportunities for exposure to or transmission of the virus; reduces the numbers of exposed individuals if COVID-19

is introduced into the cohort; facilitates more efficient contact tracing in the event of a positive case; and allows for targeted testing and quarantine of a single cohort instead of potential schoolwide closures in the event of a positive case or cluster of cases.

The Cohorting Guidance provides a way for schools not yet permitted to reopen under state and local public health directives or that have not yet reopened even though permitted to reopen to provide in-person supervision, instruction, targeted support services, and facilitation of distance learning for some students, especially high-need student groups and students who may not be able to benefit fully from distance learning offerings.

Existing state law requires public schools to provide in-person instruction to the greatest extent possible (Education Code section 45304(b)). State law further requires that distance learning ensure access to connectivity and devices that allow students to participate in the educational program and complete assigned work. In addition, state law requires that students with disabilities and English learners receive educational and related services to which they are entitled under the law, among other requirements (Education Code section 45303(b) (1), (4) & (5)). The Cohorting Guidance therefore provides an important avenue for schools that have not yet reopened under this guidance to provide supervision, instruction and support to small cohorts of students to ensure students receive necessary services even while students are generally participating in distance learning.

ADDITIONAL REOPENING CONSIDERATIONS

Availability of Distance Learning for Students Who Request It. Schools should continue to offer distance learning for students who request it.

Thoughtful, Phased Implementation. K-12 school sites should employ a phased-in model as a part of their reopening plan. Phased reopening plans for in-person instruction may include, but are not limited to:

- Shifting from a full distance learning model to hybrid.
- Gradually allowing for specified grades and/or a percentage of each grade to resume in-person learning, beginning with the youngest and most disproportionately impacted students.
- Allowing for a gradual number of students, at a specified capacity, per grade or school site.

If a school with a phased-in model has opened for in-person instruction, and the county changes to the Purple Tier or to a CR>25, the school may continue the phased reopening.

Staff Access to Campus if Not Reopened for In-Person Instruction. Teachers, school and support staff, and administrators may return to work physically without students on site while counties are not open for in-person instruction, provided that those on site follow the school's COVID-19 Safety Plan consistent with Cal/OSHA regulations.

Boarding Schools. Residential components of boarding schools are to remain closed (with the exception of residential components of boarding schools that are currently operating with the permission of local health authorities, and those serving wards or dependents of the juvenile courts) regardless of the Tier status of their county until further guidance is issued. The non-residential components of boarding schools (e.g., in-person instruction for day students) are governed by the same guidelines as other K-12 schools.

School Reopening Guidance

All guidance, as schools plan and prepare to resume in-person instruction, should be implemented as outlined in the In-Person School Reopening section, including the development of a CSP.

LAYERS OF SAFETY: INFECTION MITIGATION STRATEGIES

A key goal for safe schools is to reduce or eliminate in-school transmission. A helpful conceptual framing as schools plan for and implement safety measures for in-person instruction, is the layering of mitigation strategies. Each strategy (face coverings, stable groups, distancing, etc.) decreases the risk of in-school transmission; but no one layer is 100% effective. It is the combination of layers that are most effective and have been shown to decrease transmissions.

As schools plan for reopening for in-person instruction and as they continue to work on operations once open, it may be helpful to understand the mitigation strategies with stronger evidence supporting their use. We have ordered the list below such that the interventions known at this time to be more effective in reducing the risk of transmission appear before the ones that are helpful but may have a potentially smaller effect or have less evidence of efficacy. Of note, though scientific comparative assessments are limited, the top three items are likely of similar importance:

1. Face coverings.
2. Stable groups.
3. Physical distancing.
4. Adequate ventilation.
5. Hand hygiene.

6. Symptom and close contact exposure screening, with exclusion from school for staff or students with symptoms or with confirmed close contact.
7. Surveillance or screening testing.

Frequent disinfection, which was thought at the beginning of the pandemic to be a key safety component, can pose a health risk to children and students due to the chemicals used and has proven to have limited to no impact on COVID-19 transmission. Disinfection with specified products (see Cleaning and Disinfection section), is recommended for schools after a case has been identified in the school, in the spaces where the case spent a large proportion of their time (e.g., classroom, or administrator's office if an administrator). Please see Cleaning and Disinfection section for additional details.

Of note, adults (>18 years old) appear to be more infectious overall than children, making staff-to-staff transmission an important focus for safety efforts. A specific situation that has resulted in exposure and transmission among staff in multiple schools is eating and drinking indoors without being physically distant (for instance, in break rooms or common areas). Specific messaging and support to staff to prevent this scenario are strongly recommended.

The following sections outline specific actions school sites should take to keep students and staff safe.

GENERAL MEASURES

Establish and continue communication with local and state authorities to determine current disease levels and control measures in your community. For example:

- Consult with your LHO, or designated public health staff, who are best positioned to monitor and provide advice on local conditions. A directory can be found here.
- Collaborate with other schools and school partners in your region, including the county office of education.
- Access State Technical Assistance resources available for schools and for LHDs to support safe and successful in-person instruction, available on the Safe Schools for All Hub.
- Regularly review updated guidance from state agencies, including CDPH and California Department of Education.

Per Cal/OSHA requirements noted above, establish a written CPP at every facility, perform a comprehensive risk assessment of all work areas and work tasks, and designate a person at each school to implement the plan.

FACE COVERINGS

Face coverings must be used in accordance with CDPH guidelines unless a person is exempt as explained in the guidelines.

- Information contained in the CDPH Guidance for the Use of Face Coverings should be provided to staff and families of students. The face covering guidance applies to all settings, including schools. The guidance discusses the circumstances in which face coverings must be worn and the exemptions, as well as any policies, work rules, and practices employers have adopted to ensure the use of face coverings.
- Teach and reinforce use of face coverings, or in limited instances, face shields with drapes.
- Students and staff should be frequently reminded not to touch the face covering and to wash their hands frequently.
- Information should be provided to all staff and families in the school community on proper use, removal, and washing of cloth face coverings.
- Training should also include policies on how people who are exempted from wearing a face covering will be addressed.
- **Students in all grade levels K-12 are required to wear face coverings at all times, while at school, unless exempted.**
  - A cloth face covering or face shield should be removed for meals, snacks, naptime, or when it needs to be replaced. When a cloth face covering is temporarily removed, it should be placed in a clean, safe area, clearly marked with the student's name and date, until it needs to be put on again.
- Participants in youth and adult sports should wear face coverings when participating in the activity, even with heavy exertion as tolerated, both indoors and outdoors.
- The face covering guidance recognizes that there are some people who cannot wear a face covering for a number of different reasons. People are exempted from the requirement if they are under age 2, have a medical or mental health condition or disability that would impede them from properly wearing or handling a face covering, those with a communication disability, or when it would inhibit communication with a person who is hearing impaired. Those with communication disabilities or caregivers of those with communication disabilities can consider wearing a clear mask or cloth mask with a clear panel when appropriate.
- Persons exempted from wearing a face covering due to a medical condition, as confirmed by school district health team and therapists, must wear a non-restrictive alternative, such as a face shield with a drape on the bottom edge, as long as their condition permits it.

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- Schools must develop protocols to provide a face covering to students who inadvertently fail to bring a face covering to school to prevent unnecessary exclusions.
- Schools should offer alternative educational opportunities for students who are excluded from campus because they will not wear a face covering.
- In order to comply with this guidance, schools must exclude students from campus if they are not exempt from wearing a face covering under CDPH guidelines and refuse to wear one provided by the school.
- Employers must provide and ensure staff use face coverings and all other required personal protective equipment in accordance with CDPH guidelines.
- The California Governor's Office of Emergency Services (CalOES) and CDPH are and will be working to support procurement and distribution of face coverings and needed personal protective equipment to schools. Additional information can be found here.
- The Department of General Services negotiated statewide master contracts, which LEAs may leverage to reduce costs and secure supply chains. Additional information can be found here.
- Face covering policies apply on school buses and any vehicle affiliated with the LEA used to transport students, staff, or teachers to and/or from a school site.
- Classrooms, school buses, and shared school office spaces used by persons who cannot tolerate face coverings are less safe for others who share that environment. Schools may want to consider notifying others who share spaces with unmasked or sub-optimally masked individuals about the environment. Also consider employing several additional mitigation strategies (or fortifying existing mitigation strategies) to optimize safety. These may include increasing the frequency of asymptomatic tests offered to unmasked or sub-optimally masked individuals, employing longer social distances, installing clear physical barriers, reducing duration of time in shared environments, and opting for either outdoor or highly-ventilated indoor educational spaces, as possible.

Staff

- All staff must use face coverings in accordance with CDPH guidelines unless Cal/OSHA standards require respiratory protection.
- For staff who come into routine contact with others, CDPH recommends the use of disposable 3-ply surgical masks, which are more effective than cloth face coverings.

- In limited situations where a face covering cannot be used for pedagogical or developmental reasons, (e.g., communicating or assisting young children or those with special needs) a face shield with a drape (per CDPH guidelines) can be used instead of a face covering while in the classroom as long as the wearer maintains physical distance from others. Staff must return to wearing a face covering outside of the classroom.
- Workers or other persons handling or serving food must use gloves in addition to face coverings.
- Employers should consider where disposable glove use may be helpful to supplement frequent handwashing or use of hand sanitizer; examples are for workers who are screening others for symptoms or handling commonly touched items.

STABLE GROUP GUIDANCE CONSIDERATIONS BY GRADE LEVEL

Stable groups provide a key mitigation layer in schools. A stable group is a group with fixed membership that stays together without mixing with any other groups for any activities.

Guidance from other agencies, including the federal Centers for Disease Control and Prevention (CDC), sometimes refers to them as "cohorts"[1] or "pods."

Implementing stable groups of students and staff reduces the numbers of exposed individuals if COVID-19 is introduced into the group, decreases opportunities for exposure to or transmission of the virus; facilitates more efficient contact tracing in the event of a positive case; and allows for targeted testing and quarantine of a small group instead of potential schoolwide closures in the event of a positive case or cluster of cases.

How can an elementary school create stable groups?

- Students can be placed into stable groups that stay together all day with their core teacher (and any aide or student teacher who is present). If there are counselors or teachers of electives, they should ideally be assigned to only one group or conduct their classes / counseling virtually.

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[1] The CDC's use of the term is different from the use of "cohort" within California's guidance. "Cohort" is specifically defined in the Cohort Guidance as a group no larger than 16 individuals. To avoid any confusion, this guidance uses "stable group" instead of "cohort" for this concept.

- Students should eat lunch and go to recess with their group at times that are staggered and separated from other groups.
- There are different approaches to organizing stable groups. Students can be divided into smaller groups that attend school in person on a rotating schedule. Here are a few examples:
  - A group of students comes to school for in-person instruction on Monday and Tuesday. Another attends on Thursday and Friday.
  - On the alternating days, they learn remotely.
  - Some LEAs or schools have students attend school in-person during alternating weeks.
  - Other LEAs or schools have one group of students attend school in person in the morning and another group attend school in person in the afternoon.

  These approaches create even smaller groups that stay together and do not mix with one another. Electives or counseling can be conducted virtually to limit the number of staff in direct contact with any given stable group.

How can a middle or high schools school create stable groups?

- Students can be placed into groups that remain together all day during in-person instruction. Middle or high school groups are often larger than elementary school groups. Because middle and high school curricula differ from elementary school curricula, teachers are not usually assigned to one stable group of students, creating an opportunity for mixing across stable groups or students. The following guidance provides examples of approaches to minimizing crossover of staff across stable groups of students.
- The CDC guidance notes that schools may keep a single group together in one classroom and have educators rotate between groups, or have smaller groups move together in staggered passing schedules to other rooms they need to use (e.g., science labs) without allowing students or staff to mix with others from distinctive groups.
- Teachers and supports staff from different content areas can work in teams that share students, preferably in a dedicated space, separate from others. For example: math, science, English, and history teachers might work as a team with a set group of students they share.
- When combined with block schedules that reduce the number of courses students take in any one day, the number of educators and students who interact can be minimized further.
- It is also possible to keep students in one stable group that stays together with one or two instructors who teach them directly part of the day and

support their instruction from others who teach them virtually during other parts of the day.

- Electives can be offered virtually or organized so that no group of students takes more than one elective in a term and the elective teachers do not work with more than one or two groups.
- Stable groups could switch schedules or even membership after a break at the quarter, trimester, or semester in ways that support students being able to take additional classes without substantial group mixing.
- The school year can be divided into even smaller time units – 4 to 8 weeks for example – in which students study one or two subjects intensively, completing all of the work they might normally have completed in a semester or a year. They stay in stable groups with only 1 or 2 teachers during this time. At the end of unit, they switch schedules and groups to take 1 or 2 other courses, and so on throughout the year.
- Additional examples of approaches to creating stable groups of students that limit the risk of transmission across large groups of students are available [here](#).

OTHER CONSIDERATIONS:

- **Schedule for Access and Inclusion**: The construction of stable groups can increase or decrease equity or segregation across the school campus, so consider how to support inclusion and access for all student populations as you organize students for learning.

- **Schedules as Tools for Physical Distancing:** To the extent possible, schools should think about how to reconfigure the use of bell schedules to streamline foot traffic and maintain practicable physical distancing during passing times and at the beginning and end of the school day. Create staggered passing times when students must move between rooms minimize congregated movement through hallways as much as is practicable.

- **Restructure Electives:** Elective teachers who move in and out of stable groups can become points of exposure for themselves and the students they work with. Some models have made elective teachers part of middle and high school stable groups, while others have used them only for remote instruction. Other options include ensuring elective teachers maintain longer distance from students (e.g., 12 feet).

IMPLEMENTING DISTANCING INSIDE AND OUTSIDE THE CLASSROOM

Arrival and Departure

- Maximize space between students and between students and the driver on school buses and open windows to the greatest extent practicable. Two windows on a bus should be opened fully at a minimum.
- Minimize contact at school between students, staff, families and the community at the beginning and end of the school day. Prioritize minimizing contact between adults at all times.
- Stagger arrival and drop off-times and locations as consistently as practicable to minimize scheduling challenges for families.
- Designate routes for entry and exit, using as many entrances as feasible. Put in place other protocols to limit direct contact between people as much as practicable.
- Ensure each school bus is equipped with extra unused face coverings for students who may have inadvertently failed to bring one.

Classroom Space

- Maximize space between seating and desks. Distance teacher and other staff desks at least 6 feet away from student and other staff desks.

Figure 1. Classroom with adequate spacing between students

Distance student chairs at least 6 feet away from one another, except where 6 feet of distance is not possible after a good-faith effort has been made. Upon request by the local health department and/or State Safe Schools Team, the superintendent should be prepared to demonstrate that good-faith effort, including an effort to consider all outdoor/indoor space options and hybrid learning models. Please reference Figures 1 and 2 for examples of adequate and inadequate spacing. Under no circumstances should distance between student chairs be less than 4 feet. If 6 feet of distance is not possible, it is recommended to optimize ventilation and consider using other separation techniques such as

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Figure 2. Classroom without adequate spacing between students

partitions between students or desks, or arranging desks in a way that minimizes face-to-face contact.

•   Short-term exposures of less than 6 feet between students and staff are permitted (e.g., a teacher assisting a student one-on-one), but the duration should be minimized and masks must be worn.

•   Consider redesigning activities for smaller groups and rearranging furniture and play spaces to maintain separation.

- Staff should develop instructions for maximizing spacing and ways to minimize movement in both indoor and outdoor spaces that are easy for students to understand and are developmentally appropriate.
- Prioritize the use and maximization of outdoor space for activities where possible.
- Activities where there is increased likelihood for transmission from contaminated exhaled aerosols such as band and choir practice and performances are permitted outdoors only, provided that precautions such as physical distancing and use of face coverings are implemented to the maximum extent (see below in Non-classroom spaces).
- Consider using cleanable privacy boards or clear screens to increase and enforce separation between staff and students.

Non-Classroom Spaces

- Limit nonessential visitors, volunteers and activities involving other groups at the same time. School tours are considered a non-essential activity and increase the risk of in-school transmission.
- Limit communal activities. Alternatively, stagger use, properly space occupants and clean in between uses.
- Consider use of non-classroom space for instruction, including regular use of outdoor space, weather permitting. For example, consider part-day instruction outside.
- Minimize congregate movement through hallways as much as practicable. For example, establish more ways to enter and exit a campus, create staggered passing times when necessary or when students cannot stay in one room and use visual reminders on the floor

that students can follow to enable physical distancing while passing and waiting in line. In addition, schools can consider eliminating the use of lockers, which can become congregating areas.

- Serve meals outdoors or in classrooms instead of cafeterias or group dining rooms where practicable. Where cafeterias or group dining rooms must be used, keep students together in their stable groups, ensure physical distancing, hand hygiene before and after eating, and consider assigned seating. If indoor meal times are paired with recess or outdoor time, consider having half of a stable group of students eat while the other half is outdoors and then switch. Serve individually plated or bagged meals. Avoid sharing of foods and utensils and buffet or family-style meals.
- Consider holding recess activities in separated areas designated by group.
- School athletic activities and sports should follow the CDPH Outdoor and Indoor Youth and Adult Recreational Guidance. Note that risk of infection transmission increases for indoor activities; indoor sports are higher risk than outdoor sports due to reduced ventilation. And transmission risk increases with greater exertion levels; greater exertion increases the rate of breathing and the quantity of air that is inhaled and exhaled with every breath.
- Outdoor singing and band practice are permitted, provided that precautions such as physical distancing and mask wearing are implemented to the maximum extent possible. Playing of wind instruments (any instrument played by the mouth, such as a trumpet or clarinet) is strongly discouraged. School officials, staff, parents, and students should be aware of the increased likelihood for transmission from exhaled aerosols during singing and band practice, and physical distancing beyond 6 feet is strongly recommended for any of these activities.

VENTILATION

- Ensure sufficient ventilation in all school classrooms and shared workspaces per American Society of Heating, Refrigerating, and Air-Conditioning Engineers (ASHRAE) guidance on ventilation.
    - o   Contact a mechanical engineer, heating, ventilation, and air conditioning (HVAC) design professional, or mechanical contractor in order to evaluate your ventilation system in regards to the ASHRAE guidance.
    - o   If opening windows poses a safety or health risk (e.g., by allowing pollen in or exacerbating asthma symptoms) to persons in the

facility, consider alternatives. For example, maximize central air filtration for HVAC systems by using filters with a minimum efficiency reporting value (MERV) of at least 13.

- o Consider installing portable high-efficiency air cleaners, upgrading the building's air filters to the highest efficiency possible, and making other modifications to increase the quantity of outside air and ventilation in classrooms, offices and other spaces.
- o If not able to properly ventilate indoor instructional spaces, outdoor instruction is preferred (use caution in poor air quality conditions).

- Ventilation considerations are also important on school buses; use open windows as much as possible to improve airflow.
- Specific practices to avoid:
  - o Classrooms or buses with no ventilation.
  - o Classrooms or buses with increased airflow across occupants (e.g., air conditioners or fans blowing into the classroom or overhead fans creating air currents across occupants).

PROMOTE HEALTHY HAND HYGIENE PRACTICES

- Teach and reinforce washing hands, avoiding contact with one's eyes, nose, and mouth, and covering coughs and sneezes among students and staff.
  - o Teach students and remind staff to use tissue to wipe their nose and to cough/sneeze into a tissue or their elbow.
  - o Students and staff should wash their hands frequently throughout the day, including before and after eating; after coughing or sneezing; after classes where they handle shared items, such as outside recreation, art, or shop; and before and after using the restroom.
  - o Students and staff should wash their hands for 20 seconds with soap, rubbing thoroughly after application. Soap products marketed as "antimicrobial" are not necessary or recommended.
  - o Staff should model and practice handwashing. For example, use bathroom time in lower grade levels as an opportunity to reinforce healthy habits and monitor proper handwashing.
  - o Students and staff should use fragrance-free hand sanitizer when handwashing is not practicable. Sanitizer must be rubbed into

hands until completely dry. Note: frequent handwashing is more effective than the use of hand sanitizers.
- o Ethyl alcohol-based hand sanitizers are preferred and should be used when there is the potential of unsupervised use by children.
- Isopropyl alcohol-based hand sanitizers are more toxic when ingested or absorbed into skin.
- Do not use hand sanitizers that may contain methanol which can be hazardous when ingested or absorbed.
  - o Children under age 9 should only use hand sanitizer under adult supervision. Call Poison Control if consumed: 1-800-222-1222.
- Consider portable handwashing stations throughout the school site and near classrooms to minimize movement and congregating in bathrooms to the extent practicable.
- Develop routines enabling students and staff to regularly wash their hands at staggered intervals.
- Ensure adequate supplies to support healthy hygiene behaviors, including soap, tissues, no-touch trashcans, face coverings, and hand sanitizers with at least 60 percent ethyl alcohol for staff and children who can safely use hand sanitizer.

CLEANING AND DISINFECTION

The section below provides recommendations for cleaning and disinfection. "Cleaning" involves water and soap or a detergent, does not use disinfecting agents, and significantly decreases germs on surfaces and decreases infectious risks. "Disinfection" kills germs on surfaces using specific agents (see below for those approved for use). If a case has been identified, the spaces where the case spent a large proportion of their time (e.g., classroom, or administrator's office if an administrator) should be disinfected. Frequent disinfection can pose a health risk to children and students due to the strong chemicals often used and so is not recommended in the school setting unless a case has been identified.

- Staff should clean frequently-touched surfaces at school and on school buses daily.
- Buses should be thoroughly cleaned daily and after transporting any individual who is exhibiting symptoms of COVID-19. Drivers should be provided cleaning materials, including but not limited to wipes and disposable gloves, to support cleaning of frequently touched surfaces during the day.
- Frequently touched surfaces in the school include, but are not limited to:
  - o Sink handles.

- o Shared tables, desks, or chairs.
  - ▪ If a school has morning and afternoon stable groups, the desks and tables are considered shared and should be cleaned before the next group arrives.
  - ▪ Desks or chairs do not need daily cleaning if only used by one individual during the day.
  - o Door handles.
  - o Shared technology and supplies.
- If used, outdoor playgrounds/natural play areas only need routine maintenance. Make sure that children wash or sanitize their hands before and after using these spaces. When hand hygiene is emphasized, cleaning of outdoor structures play is not required between cohorts.
- When choosing disinfection products after an in-school COVID-19 case has been identified (see "What to do if there is a case of COVID-19 in a School"), use those approved for use against COVID-19 on the Environmental Protection Agency (EPA)- approved list "N" and follow product instructions.
  - o To reduce the risk of asthma and other health effects related to disinfection, programs should select disinfectant products on list N with asthma-safer ingredients (hydrogen peroxide, citric acid or lactic acid) as recommended by the US EPA Design for Environment program.
  - o Avoid products that contain peroxyacetic (peracetic) acid, sodium hypochlorite (bleach) or quaternary ammonium compounds, which can cause asthmatic attacks.
  - o Follow label directions for appropriate dilution rates and contact times. Provide workers training on the chemical hazards, manufacturer's directions, Cal/OSHA requirements for safe use, and as applicable and as required by the Healthy Schools Act.
  - o Custodial staff and any other workers who clean and disinfect the school site must be equipped with proper personal protective equipment, including gloves, eye protection, respiratory protection, and other appropriate protective equipment as required by the product instructions. All products must be kept out of the reach of children and stored in a space with restricted access.
  - o Establish a cleaning schedule in order to avoid both under- and over-use of cleaning products.
- Ensure safe and correct application of disinfectant and keep products away from students.

- Ensure proper ventilation during cleaning and disinfecting. Introduce fresh outdoor air as much as possible for example by opening windows where practicable. When disinfecting, air out the space before students arrive; disinfection should be done when students are not present.
- Take steps to ensure that all water systems and features (for example, drinking fountains and decorative fountains) are safe to use after a prolonged facility shutdown to minimize the risk of Legionnaires' disease and other diseases associated with water.

CHECK FOR SIGNS, SYMPTOMS AND EXPOSURES

- Actively encourage staff and students who are sick or who have recently had close contact with a person with COVID-19 to stay home. Develop policies that encourage sick staff and students to stay at home without fear of reprisal, and ensure staff, students and students' families are aware of these policies.
- Implement symptom and exposure screening for all staff and students at home each day before leaving for school.
- Students or staff exhibiting symptoms of COVID-19 at school (fever of 100.4 degrees or higher, cough, difficulty breathing, or other COVID-19 symptoms) must be immediately isolated in a private area until they can leave school or be picked up by a parent or guardian. Ill students and staff should be recommended to be tested for COVID-19 as soon as possible.
- Policies should not penalize students for missing class.

Symptom and Exposure Screening

Daily screening for COVID-19 symptoms and for exposure to someone with COVID-19 prior to leaving for school can prevent some people with COVID-19 from coming to school while infectious, thus preventing in-school transmission. Screening does not prevent asymptomatic cases from being at school and spreading SARS-CoV2, the virus that causes COVID-19.

CDPH recommends that:

1. Parents be provided with the list of COVID-19 symptoms and instructed to keep their child at home if the child is feeling ill or has symptoms of COVID-19, even if symptoms are very mild, and to get their ill child tested for SARS-CoV2.
2. Staff members be provided with the list of COVID-19 symptoms and be instructed to call in sick and stay home if having symptoms of COVID-19 and to get tested for SARS-CoV2.

Note: If a student or staff member has chronic allergic or asthmatic

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symptoms (e.g., cough or runny nose), then a change in their symptoms from baseline would be considered a positive symptom.

Implementation of home symptom and exposure screening

- There are several implementation options, each with benefits and challenges. Implementing a daily reminder system for home screening, such as a text message or through an online screening application, can support families and staff to review the symptom list each day before leaving for school and confirm that they do not have symptoms of COVID-19 and have not had close contact with a known case. This is likely the easiest and most effective approach, but families or staff may not all have technology access to support this. For those who do not, a list of screening questions on paper can be provided for daily review at home. Schools do not need to monitor compliance with home screening.

Symptoms at School

- Identify an isolation room or area to separate anyone who exhibits 1 or more symptoms of COVID-19 while at school.
- Staff and students should self-monitor throughout the day for signs of illness; staff should observe students for signs or symptoms of illness to support students who are less able to self-monitor or less likely to self-report.
- Any students or staff exhibiting 1 or more symptoms should be required to wait in the previously identified isolation area until they can be transported home or to a healthcare facility, as soon as practicable.
- If a student is exhibiting 1 or more symptoms of COVID-19, staff should communicate with the parent/caregiver and refer to the student's health history form and/or emergency card.
- Unless the LHD recommends otherwise, there is no need to exclude asymptomatic contacts (students or staff) of the symptomatic individual from school until test results for the symptomatic individual are known.

Return to school after exclusion for symptoms at home or in school:

- Ensure that students, including students with disabilities, have access to instruction when out of class, as required by federal and state law.
- Testing of symptomatic students and staff can be conducted through local health care delivery systems or other testing resources, as fits the context of the local health jurisdiction. Advise staff members and students with symptoms of COVID-19 infection not to return for in-person instruction until they have met CDPH criteria to discontinue home isolation for those with symptoms:

- At least 24 hours have passed since resolution of fever without the use of fever-reducing medications; and
- Other symptoms have improved; and
- They have a negative test for SARS-CoV-2, OR a healthcare provider has provided documentation that the symptoms are typical of their underlying chronic condition (e.g., allergies or asthma) OR a healthcare provider has confirmed an alternative named diagnosis (e.g., Streptococcal pharyngitis, Coxsackie virus), OR at least 10 days have passed since symptom onset.

STAFF-TO-STAFF INTERACTIONS

- Ensuring staff maintain physical distancing of six feet from each other is critical to reducing transmission between adults.
- Ensure that all staff use face coverings in accordance with CDPH guidelines and Cal/OSHA standards.
- Support staff who are at higher risk for severe illness or who cannot safely distance from household contacts at higher risk, by providing options such as telework, where appropriate, or teaching in a distance learning context.
- Conduct all staff meetings, professional development training and education, and other activities involving staff with physical distancing measures in place, outside, or virtually, where physical distancing is a challenge.
- Minimize the use of and congregation of adults in staff rooms, break rooms, and other settings. Try to provide space outside whenever possible.

LIMIT SHARING

- Consider suspending or modifying use of site resources that necessitate sharing or touching items. For example, consider suspending use of drinking fountains and instead encourage the use of reusable water bottles.
- Limit use and sharing of objects and equipment, items such as electronic devices, clothing, toys, games, and art supplies to the extent practicable, or limit use of supplies and equipment to one group of children at a time and clean between uses.
  - Cleaning shared objects between uses (for example with microfiber cloths or baby wipes) can help to physically remove germs on surfaces.
  - Ensure adequate supplies to minimize sharing of high-touch materials.

- Keep each student's individual belongings separated and in individually labeled storage containers, cubbies or areas.

TRAIN ALL STAFF AND EDUCATE FAMILIES

- Train all staff and provide educational materials to families in the following safety actions:

  o [Proper use, removal, and washing of face coverings](#).
  o Physical distancing guidelines and their importance.
  o Symptoms screening practices.
  o COVID-19 specific [symptom](#) identification.
  o How COVID-19 is spread.
  o Enhanced sanitation practices.
  o The importance of staff and students not coming to work they have symptoms, or if they or someone they live with or they have had close contact with has been diagnosed with COVID- 19.
  o For staff, COVID-19 specific [symptom](#) identification and when to seek medical attention.
  o The employer's plan and procedures to follow when staff or students become sick at school.
  o The employer's plan and procedures to protect staff from COVID-19 illness.

  Consider conducting the training and education virtually, or, if in-person, outdoors, and ensure a minimum of six-foot distancing is maintained.

MAINTAIN HEALTHY OPERATIONS

- Monitor staff absenteeism and have a roster of trained back-up staff where available.
- Monitor symptoms among your students and staff on school site to help isolate people with symptoms as soon as possible.
- Designate a staff liaison or liaisons to be responsible for responding to COVID-19 concerns. Other staff should know who the liaisons are and how to contact them. The liaison should be trained to coordinate the documentation and tracking of possible exposures, in order to notify local health officials, staff and families in a prompt and responsible manner. This will support local health department contact tracing efforts.
- Maintain communication systems that allow staff and families to self-report symptoms and receive prompt notifications of exposures, exclusions, and closures, while maintaining confidentiality, as required by

FERPA and state law related to privacy of educational records. Additional guidance can be found here.
- Consult with CDPH K-12 School Testing Guidance if routine testing is being considered by a LEA.
- Support students who are at higher risk for severe illness or who cannot safely distance from household contacts at higher risk, by providing options such as distance learning.

What to do if there is a Confirmed or Suspected Case of COVID-19 in a School

What measures should be taken when a student, teacher or staff member has symptoms, is a contact of someone infected, or is diagnosed with COVID-19?

Table 2. Actions to take if there is a confirmed or suspected case of COVID-19 in a school			
	Student or Staff with:	**Action**	**Communication with school community**
1.	COVID-19 symptoms (e.g., fever, cough, loss of taste or smell, difficulty breathing) Symptom screening: per CDC Symptom of COVID-19.	• Send home if at school. • Recommend testing (If positive, see #3, if negative, see #4). • School/classroom remain open.	• No action needed.
2.	Close contact **(†)** with a confirmed COVID-19 case.	• Send home if at school. • Exclude from school for 10 days from last exposure, per CDPH quarantine recommendations. • Recommend testing 5-7 days from last exposure (but will not shorten 10-day exclusion if negative). • School/classroom remain open.	• Consider school community notification of a known exposure. No action needed if exposure did not happen in school setting.
3.	Confirmed COVID-19 case infection.	• Notify the LHD. • Exclude from school for 10 days from symptom onset date or, if asymptomatic, for 10 days from specimen collection date. • Identify school contacts **(†)**, inform the LHD of identified contacts, and exclude	• School community notification of a known case. • Notification of persons with

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		contacts (possibly the entire stable group **(††)**) from school for 10 days after the last date the case was present at school while infectious. • Recommend testing asymptomatic contacts 5-7 days from last exposure and immediate testing of symptomatic contacts (negative test results will not shorten 10-day exclusion). • Disinfection and cleaning of classroom and primary spaces where case spent significant time. • School remains open.	potential exposure if case was present in school while infectious
4.	Symptomatic person tests negative or a healthcare provider has provided documentation that the symptoms are typical of their underlying chronic condition.	• May return to school after 24 hours have passed without fever and symptoms have started improving. • School/classroom remain open.	• Consider school community notification if prior awareness of testing.

(†) A contact is defined as a person who is within 6 feet from a case for more than 15 minutes cumulative within a 24-hour period, regardless of face coverings. In some school situations, it may be difficult to determine whether individuals have met this criterion and an entire stable group, classroom, or other group may need to be considered exposed, particularly if people have spent time together indoors.

(††) See Stable Group Guidance for definition of a stable group. In some situations, (e.g., when seating charts are used, face covering is well adhered to, and teachers or staff have observed students adequately throughout the day), contact tracing and investigation may be able to determine more precisely whether each stable group member has been exposed. In this situation, those who were not close contacts could continue with in-person instruction.

CONFIRMED COVID-19 CASE

Although the LHD may know of a confirmed or probable case of COVID-19 in a student or staff member before the school does, it is possible that the school may be made aware of a case before the LHD via a parent or staff member report.

The following are the interim COVID-19 case definitions from the Council of State and Territorial Epidemiologists'.

Confirmed case: Meets confirmatory laboratory evidence (detection of SARS-CoV-2 RNA in a clinical or autopsy specimen using a molecular amplification test).

Probable case: Meets clinical criteria AND epidemiologic linkage(‡) with no confirmatory lab testing performed for SARS-CoV-2; OR meets presumptive laboratory evidence (detection of SARS-CoV-2 by antigen test in a respiratory specimen); OR meets vital records criteria with no confirmatory laboratory evidence for SARS-CoV-2.

(‡) Epidemiologically-linked cases include persons with close contact with a confirmed or probable case of COVID-19 disease; OR a member of a risk stable group as defined by public health authorities during an outbreak. This includes persons with identifiable connections to each other such as sharing a defined physical space e.g., in an office, facility section or gathering, indicating a higher likelihood of linked spread of disease than sporadic community incidence.

Local Health Department Actions

1. Interview the case to identify the infectious period and whether case was infections while at school; identify household and community close contacts, particularly any close contacts at school.
2. It may be necessary to consider the entire class or members of the case's stable group exposed, as it can be challenging to determine who may have had contact with the case within 6 feet for at least 15 cumulative minutes in a 24-hour period. In some situations, case investigations may be able to determine individual members of a stable group are close contacts, and allow those who are not identified as close contacts to continue in-person instruction.
3. Notify the school COVID-19 coordinator or point person at the school that a case of COVID-19 in a student or staff member has been reported and provide guidance to identify and generate a line list of close contacts at the school.
4. Notify all close contacts at the school and instruct them to follow [CDPH COVID-19 Quarantine Guidance](.) . (or follow LHO orders, if relevant and/or more stringent).
5. Recommend that all close contacts be tested; symptomatic contacts should be prioritized for immediate testing, and asymptomatic contacts should be recommended to be tested 5-7 days from last exposure.
6. Contacts who test negative must still complete the required quarantine as defined in the [CDPH guidance](.).
7. Contacts who test positive are required to isolate until at least 10 days

have passed since symptom onset; and at least 24 hours have passed since resolution of fever without the use of fever-reducing medications; and other symptoms have improved. If asymptomatic, cases should be isolated for 10 days after the specimen collection date of their positive test.

8. Investigate COVID-19 cases in school students and staff to determine if in-school transmission likely occurred and whether any school-related factors could have contributed to risk of infection. Assist schools to update protocols as needed to prevent additional cases.

School Actions

1. Schools must adhere to required reporting requirements and notify, as indicated, the LHD of any newly reported case of COVID-19 in a student or staff member if the LHD has not yet contacted them about the case.
2. If the case is present at school at the time the school is notified, the case must go home and be excluded from school for at least 10 days from symptom onset date or, if asymptomatic, 10 days from the date the specimen was collected for the positive test.
3. Send a notice, developed in collaboration with the LHD, to parents and staff to inform them that a case of COVID-19 in a student or staff member has been reported and that the school will work with the LHD to notify exposed people. (see sample notification #1 in Appendix 2).
4. Arrange for cleaning and disinfection of the classroom and primary spaces where case spent significant time (see Cleaning and Disinfection above for recommendations). This does not need to be done until students and staff in the area have left for the day.
5. Implement online/distance learning for student cases if they are well enough to participate.

School closure determinations should be made in consultation with the LHO according to the section "School Closure Determinations." A school with confirmed cases and even a small cluster of COVID-19 cases can remain open for in-person education as long as contact tracing identifies all school contacts for exclusion and testing in a timely manner, any small cluster is investigated and controlled rapidly, and the LHO agrees that the school can remain open.

MEASURES FOR WHEN A CLUSTER OR OUTBREAK IS BEING INVESTIGATED AT A SCHOOL

When either a school or LHD is aware that an outbreak may be underway, the LHD should investigate, in collaboration with the school, to determine whether

these cases had a common exposure at school (e.g., a common class or staff member, bus ride, or other common exposures outside of school).

CDPH defines a school [outbreak](#) as 3 or more confirmed or probable cases of staff or students occurring within a 14-day period who are epidemiologically-linked in the school, are from different households and are not contacts of each other in any other investigation cases (e.g., transmission likely occurred in the school setting).

The objectives of a school outbreak investigation are to identify and isolate all cases and to identify, quarantine, and test contacts to prevent further transmission of COVID-19 at the school. In addition, the investigation will attempt to ascertain whether the cases had a common exposure at school (e.g., a common class or teacher, bus ride, or other common exposures in the school setting). The investigation may also reveal common exposures outside of the school setting.

As noted above, an outbreak investigation is also an opportunity to understand the circumstances that may have allowed for transmission in the school setting. It is recommended that investigations determine whether there is adherence to key mitigation strategies to prevent school transmission. If gaps are identified, schools should take steps to strengthen strategies to prevent future outbreaks.

Local Health Department Actions

1. Review interviews (or re-interview as needed) of clustered cases to identify common exposures and determine whether the cluster suggests an outbreak with transmission at the school. If data suggest an outbreak, then notify the school about starting an investigation.
2. Provide the school with guidance on identifying and creating a line list of all school cases and contacts, including illness onset date, symptoms, date tested, test results, etc. (see sample data collection notification in Appendix 2).
3. Consult with CDPH as needed for technical assistance, testing, and other resources.
4. Form an outbreak investigation team with a lead investigator and including one or more school staff members to assist with the investigation.
5. Identify all potential exposures and close contacts and implement testing of contacts, prioritizing symptomatic contacts for testing.
6. Testing may be recommended for those who were not identified as close contacts but could potentially have been exposed; the fastest pathway to get test results rapidly should be used.
7. All symptomatic contacts should be considered probable cases and be

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interviewed to identify prioritized close contacts and exposures while awaiting their test results.

8. Implement isolation of all cases and symptomatic contacts and quarantine of all asymptomatic contacts of confirmed and probable cases.

9. Investigate to determine if in-school transmission likely occurred and whether any school-related factors could have contributed to risk of transmission. Assist schools to update and strengthen protocols as needed to prevent additional cases.

10. Determine, in collaboration with the school, whether the school meets closure criteria. See School Closure Determinations (page 36).

11. Determine, in collaboration with the school, when the school should be closed for 14 days even if the conditions outlined in School Closure Determinations below have not been reached. This may be when: 1) the investigation shows that cases or symptomatic students or staff members continue to be identified and school-based transmission of SARS-CoV2 is likely ongoing despite implementation of prevention and control measures; or 2) other local epidemiologic data support school closure.

School Actions

1. Notify parents/guardians and school staff of a cluster/outbreak investigation related to the school and encourage them to follow public health recommendations (see sample notification #2 in Appendix 3).

2. Identify, as part of the CSP, one or more school staff member who can liaise with the LHD regarding the cluster/outbreak investigation by confirming which classes and stable groups included confirmed cases or symptomatic students and staff members, and if recent events or gatherings involved any cases or symptomatic persons.

3. Identify absenteeism among those in affected classes or stable groups, and coordinate with the LHD to contact these absentees to screen for symptoms of COVID-19 if they were exposed to a case during the cases infectious period.

4. Coordinate with the LHD to share a line list of cases and contacts with dates present at or absent from school.

5. Arrange for cleaning and disinfection of classrooms or other areas where cases or symptomatic students or staff members spend significant time.

6. Coordinate with the LHD on notifications to the school community, including specific notifications of stable groups or classrooms regarding their exclusion status and instructions.

7. Coordinate with the LHD on whether and when the school should be

closed and reopened.
8. Notify the school community if the school is to be closed for 14 days due to widespread and/or ongoing transmission of SARS-CoV2 at the school or in the general community, and repeat recommendations for prevention and control measures (see sample notification #3 in Appendix 2).
9. Implement online/distance teaching and learning during school closure.
10. Arrange for cleaning and disinfection of entire school before reopening in the case of closure.

School Closure Determinations

What are the criteria for closing a school to in-person learning?
Individual school closure, in which all students and staff are not on campus, is recommended based on the number of cases and stable groups impacted, which suggest that active in-school transmission is occurring. Closure should be done in consultation with the LHO. Situations that may indicate the need for school closure:

- Within a 14-day period, an outbreak has occurred in 25% or more stable groups in the school.
- Within a 14-day period, at least three outbreaks have occurred in the school AND more than 5% of the school population is infected.
- The LHO may also determine school closure is warranted for other reasons, including results from public health investigation or other local epidemiological data.

Length of closure: 14 days, or according to a decision made in consultation with the LHO.

The State Safe Schools for All Technical Assistance teams (TA teams), comprised of experts across multiple state agencies, will be available to assist schools with disease investigation for those with outbreaks that cannot find resources to investigate the outbreaks. The TA teams will also be available to help schools that close in order to identify and address any remediable safety issues.

If a school is closed, when may it reopen?
Schools may typically reopen after 14 days and if the following have occurred:

- Cleaning and disinfection
- Public health investigation
- Consultation with the LHD

What are the criteria for closing a LEA?
A school district should close if 25% or more of schools in a district have closed due to COVID-19 within a 14-day period and in consultation with the LHD.
If a LEA is closed, when may it reopen?
LEAs may typically reopen after 14 days, in consultation with the LHD.

K-12 School Testing

OVERVIEW

Used in conjunction with other mitigation strategies, testing for SARS-CoV-2 provides an additional tool to support safe and successful K-12 in-person instruction. Testing can allow for early identification of cases and exclusion from school to prevent transmission. However, it should not be used as a stand-alone approach to prevent in-school transmission. A negative test provides information only for the moment in time when the sample is collected. Individuals can become infectious shortly after having a negative test, so it is important to maintain all other mitigation strategies even if a recent negative test has been documented.

There are several circumstances under which a student or staff member might undergo testing. Below, we outline these circumstances and considerations for testing implementation in K-12 schools.

DEFINITIONS

Symptomatic testing: This testing is used for individuals with symptoms of COVID-19, either at home or at school. In this situation, the school guidance requires that these individuals stay home and isolate in case they are infectious. The Guidance includes the possibility of return to school in the case of a negative test for SARS-CoV-2 and 24 hours after fever is resolved and symptoms are improving.

Response testing: This testing is used to identify positive individuals once a case has been identified in a given stable group. Response-based testing can be provided for symptomatic individuals or for asymptomatic individuals with known or suspected exposure to an individual infected with SARS-CoV-2.

Asymptomatic testing: This testing can be used for surveillance, usually at a cadence of every 2 weeks or less frequently, to understand whether schools have higher or lower rates of COVID19 rates than the community, to guide decisions about safety for schools and school administrators, and to inform LHDs about district level in-school rates. Asymptomatic testing can also be used for screening, usually at a higher cadence (weekly or twice weekly) than

surveillance testing, to identify asymptomatic or pre-symptomatic cases, in order to exclude cases that might otherwise contribute to in-school transmission. Screening testing is indicated for situations associated with higher risk (higher community transmission, individuals at higher risk of transmission (e.g., adults and high school students transmit more effectively than elementary aged students).

TESTING STRATEGY APPROACH

Asymptomatic testing considerations

The science regarding the extent to which asymptomatic testing will achieve the goal of safe and successful schools is still under development. Empirically, schools that have successfully implemented the core mitigation strategies outlined in the School Guidance are operating safely, with limited or no in-school transmission, under a range of asymptomatic testing approaches. The approaches range from no additional asymptomatic testing, to testing a sample of staff and students monthly, to testing all students and staff every other week. Modeling studies show that masking alone and cohorting alone can decrease symptomatic infections more than weekly testing of students and school staff. Taken together, these data suggest that a range of potential testing approaches can be considered for implementation as part of a comprehensive safety strategy.

The state of California has put into place support for the testing cadences in Table 3, through supplemental testing supplies, shipment, laboratory capacity, enrollment and reporting technology, training, and assistance with insurance reimbursement.

The increased levels of testing in the higher Tiers in Table 3 reflect the higher likelihood that someone in the school community might be infected due to higher levels of circulating virus in the surrounding community.

Table 3. Testing Cadences with Support from the State of California for K-12 schools

	Yellow CR <1.0* TP<2%	Orange CR 1-3.9* TP 2-4.9%	Red CR 4-7* TP 5-8%	Purple CR >7-13.9* TP >8%	CR >14*
Staff	Symptomatic and response testing.	Symptomatic and response testing.	Symptomatic and response testing +	Symptomatic and response testing +	Symptomatic and response testing + Weekly asymptomatic

			Every 2 weeks asymptomatic testing.	Every 2 weeks asymptomatic testing.	(PCR or twice weekly antigen testing)**.
Students K-12	Symptomatic and response testing.	Symptomatic and response testing.	Symptomatic and response testing + Every 2 weeks asymptomatic testing.	Symptomatic and response testing + Every 2 weeks asymptomatic testing.	Symptomatic and response testing + Weekly asymptomatic (PCR or twice weekly antigen testing)**.

TP = test positivity

* The case rates above are adjusted case rates.

** Weekly asymptomatic testing assumes the use of a PCR test. If antigen testing is used, testing should be at a twice weekly cadence.

Students or staff who have tested positive for active infection with SARS-CoV-2 virus within the last 90 days are exempt from asymptomatic testing.

Any school currently open is subject to the minimum testing requirement standards established by Cal/OSHA. These standards include response testing for exposed cases and outbreak testing for everyone weekly until no longer considered an outbreak. Please refer to Cal/OSHA guidance for complete details.

Vaccines for K-12 Schools

CDPH strongly recommends that all persons eligible to receive COVID-19 vaccines receive them at the first opportunity. Currently, people under 16 are not eligible for the vaccine since trials for that group are still underway.

In addition to vaccines required for school entry, CDPH strongly recommends that all students and staff be immunized each autumn against influenza unless contraindicated by personal medical conditions, to help:

- Protect the school community.
- Reduce demands on health care facilities.
- Decrease illnesses that cannot be readily distinguished from COVID- 19 and would therefore trigger extensive measures from the school and public health authorities.

Because vaccine implementation for schools is rapidly evolving, we are providing a separate vaccine guidance document that will be available on the Safe Schools for All Hub [here](#).

Appendix 1: Resources

SCHOOL RESOURCE LINKS

- [Safe Schools for All Hub](#)
- [Testing Guidance](#)

Appendix 2: Sample Notifications

SCHOOL EXPOSURE TO A CASE OF COVID-19 NOTIFICATION

K-12 SCHOOL NAME/LETTERHEAD

From School Principal (or Designee)

Date

Dear Parents/Guardians,

We would like to inform you that we have been notified about a confirmed case of COVID-19 (Coronavirus Disease 2019) in a member of our school community. The individual who tested positive (the "case") was last on school premises on [DATE]. All school areas where the case spent time will be cleaned and disinfected before they are in use again.

Our school is working with the [LOCAL HEALTH DEPARTMENT] to follow up with the case and will reach out to all persons who are identified as having had close contact with the case to recommend home quarantine and COVID-19 testing. If you or your child are not contacted, it means that you or your child were not identified as exposed to the case.

Please remind your child to use their face covering, stay at least 6 feet from other people, and wash their hands often with soap and water for at least 20 seconds.

Symptoms of COVID-19 may appear 2-14 days after exposure to the virus and include:

- Fever or chills

- Cough
- Shortness of breath or difficulty breathing
- Fatigue
- Muscle or body aches
- Headache
- New loss of taste or smell
- Sore throat
- Congestion or runny nose
- Nausea or vomiting
- Diarrhea

Anyone with COVID-19 symptoms should be tested. However, many infected people do not develop symptoms, which is why it is recommended that exposed people be tested whether they have symptoms or not.

Ensuring the health and safety of our students, teachers, and staff members is of the utmost importance to us. If you have any questions or concerns, please contact [CONTACT NAME] at XXX-XXX-XXXX.

Sincerely,

COVID-19 SCHOOL OUTBREAK NOTIFICATION

TK-12 SCHOOL NAME/LETTERHEAD

From School Principal (or Designee)

Date

Dear Parents/Guardians, Teachers, and Staff Members,

We would like to inform you that we are working with the [LOCAL HEALTH DEPARTMENT] on their investigation of a COVID-19 outbreak in our school community. Our school is working with the [LOCAL HEALTH DEPARTMENT] to follow up with all cases and symptomatic contacts to identify all exposed persons and recommend home quarantine and testing. If you or your child are not contacted, it means that you or your child were not exposed to either a case or a symptomatic contact.

If you are a parent/guardian, please remind your child to use their face covering, stay at least 6 feet from other people, and wash their hands often with soap and water for at least 20 seconds.

Symptoms of COVID-19 may appear 2-14 days after exposure to the virus and include:

- Fever or chills
- Cough
- Shortness of breath or difficulty breathing
- Fatigue
- Muscle or body aches
- Headache
- New loss of taste or smell
- Sore throat
- Congestion or runny nose
- Nausea or vomiting
- Diarrhea

Anyone with COVID-19 symptoms should be tested. However, many infected people do not develop symptoms, which is why it is recommended that exposed people be tested whether they have symptoms or not.

Ensuring the health and safety of our students, teachers, and staff members is of the utmost importance to us. If you have any questions or concerns, please contact [CONTACT NAME] at XXX-XXX-XXXX.

Sincerely,

SCHOOL CLOSURE DUE TO COVID-19 NOTIFICATION

TK-12 SCHOOL NAME/LETTERHEAD

From School Principal (or Designee)

Date

Dear Parents/Guardians, Teachers, and Staff Members,

We are informing you that we are closing our school, starting on [DATE] due to the ongoing COVID-19 outbreak and likely continuing transmission at our school. In consultation with the [LOCAL HEALTH OFFICER], we have been advised that the school should be closed for 14 days to prevent further transmission of COVID-19 and to clean and disinfect the school before reopening on [DATE].

During school closure, the school will switch to online teaching to continue our classes; please see attached information sheet on how students can sign in to continue their schoolwork online. The [LOCAL HEALTH DEPARTMENT] will also

continue to follow-up with cases and contacts during school closure to ensure isolation and quarantine and testing.

If upon school reopening, your child is feeling ill or having a fever or symptoms of COVID-19, even if symptoms are very minor, please do not send your child to school and consider getting your ill child tested for COVID-19. If your child is well without any symptoms, please remind your child before going back to school to use their face covering, stay at le   m other people, and wash their hands often with soap and water   20 seconds. School staff should call in sick and stay home if having a   ptoms of COVID-19 and consider getting tested.

Symptoms of COVID-19 may appear 2-14 days after exposure to the virus and include:

- Fever or chills
- Cough
- Shortness of breath or difficulty breathing
- Fatigue
- Muscle or body aches
- Headache
- New loss of taste or smell
- Sore throat
- Congestion or runny nose
- Nausea or vomiting
- Diarrhea

Ensuring the health and safety of our students, teachers, and staff members is of the utmost importance to us. If you have any questions or concerns, please contact [CONTACT NAME] at XXX-XXX-XXXX.

Sincerely,

Appendix 3: Public Health Directive
REPORTING DETAILS OF POSITIVE CASES

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Required COVID-19 Case Reporting By Schools

January 14, 2021

Following school closures that occurred in spring 2020 in response to the COVID-19 pandemic, the California Department of Public Health ("CDPH") developed the "COVID-19 and Reopening In-Person Learning Framework for K-12 Schools in California, 2020-2021 School Year" (July 17, 2020) to support school communities as they decided when and how to implement in-person instruction for the 2020-2021 school year. Public and private K-12 schools throughout the state are currently in various stages of instruction including distance learning, in-person learning, and hybrid instruction based on local conditions.

New evidence and data about COVID-19 transmission coupled with the experiences of schools both nationally and internationally demonstrates that schools, particularly elementary schools, can operate in-person instruction safely with the correct safety protocols in place. Concurrently with this directive, CDPH issued updated, consolidated guidance for K-12 schools (including public, private, and charter) to support school re-openings and safe implementation of in-person instruction for students and staff.

Under current guidance, schools that have already reopened are permitted to continue offering in-person instruction, and additional schools are expected to reopen under the forthcoming K-12 school guidance. To be equipped to prevent and mitigate ongoing community COVID-19 transmission, a comprehensive and coordinated approach for the secure sharing of vital data and information regarding COVID-19 infections among school employees and students is necessary, especially in light of current epidemiological conditions.

The sharing of identified case information data with public health professionals is therefore necessary to ensure that state and local public health experts can respond to confirmed cases of COVID-19 who have been present at a school site, to track and understand the extent of disease transmission within the state,

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and to support communities with appropriate prevention strategies and support. Accordingly, to monitor and prevent the spread of COVID-19, it is necessary for CDPH and local health jurisdictions to have accurate information about COVID-19 infections among school employees and students. Specifically, the prompt, secure, and confidential sharing of information about individuals within the school community who have tested positive for COVID-19 is critical to ensure that public health authorities can rapidly respond by:

1. Instituting necessary case investigation and contact tracing;
2. Focusing public health resources to effectively provide comprehensive support to the affected schools related to further investigation, mitigation strategies, and operational plans;
3. Assessing and monitoring the practices and activities that may have led to the infection or transmission of COVID-19;
4. Taking appropriate measures to protect the health of both the school community and population-at-large; and
5. Ensuring that CDPH and local health jurisdictions have the information necessary to accurately assess the impact of school reopening on COVID-19 transmission and case rates to effectively update operative public health guidance and directives as necessary.

Schools are authorized under the Family Educational Rights and Privacy Act (FERPA) to disclose personally identifiable information without parental consent to local health departments regarding COVID-19 testing and cases. (20 USC § 1232g(b)(1)(I).) In response to the COVID-19 pandemic, California has been under a State of Emergency since March 4, 2020. California continues to see the dire effects of this pandemic through limited ICU capacities and new cases and deaths each day. The COVID-19 pandemic poses an extreme threat to the health and safety of all Californians. Even with protocols in place to mitigate the transmission of COVID-19, the presence of an individual who has tested positive of COVID-19 on a K-12 public or private school campus is an emergency that poses a risk to health or safety of students and employees present on the campus. Reporting to the local health officer the presence of a positive case of COVID-19 in an individual who is or has been present on a K-12 public or private school campus is necessary to protect the health and safety of students and employees present on the campus. California law (17 C.C.R. section 2508) also requires anyone in charge of a K-12 public or private school kindergarten to report at once to the local health officer the presence or suspected presence of any of the communicable disease, which includes COVID-19.

Accordingly:

- Effective immediately, every local educational agency (school district, county office of education, and charter school) and private school in California shall notify its local health officer of any known case of COVID-19 among any student or employee who was present on a K-12 public or private school campus within the 10 days preceding a positive test for COVID-19. Specifically, the local educational agency or private school shall report the following information:

  o The full name, address, telephone number, and date of birth of the individual who tested positive;
  o The date the individual tested positive, the school(s) at which the individual was present on-site within the 10 days preceding the positive test, and the date the individual was last on-site at any relevant school(s); and
  o The full name, address, and telephone number of the person making the report.

- This information shall be reported to the local health officer by telephone within twenty-four hours from the time an individual within the local educational agency or private school is first made aware of a new case.

- This reporting shall continue until this directive is modified or rescinded.

Information reported to the local health officer pursuant to this directive shall not be disclosed except to (1) the California Department of Public Health; (2) to the extent deemed necessary by the local health officer for an investigation to determine the source of infection and to prevent the spread of COVID-19, including with health officers in other jurisdictions as necessary to monitor, investigate, prevent, and/or control the spread of COVID-19; (3) if required by state or federal law; or (4) with the written consent of the individual to whom the information pertains or the legal representative of the individual.

This reporting does not replace or supersede any other statutory or regulatory requirements that require reporting of COVID-19 cases and/or outbreaks to other entities or institutions, such as Cal/OSHA.

Appendix 4: Public Health Directive

REPORTING DETAILS OF IN-PERSON INSTRUCTION

COVID-19 School Reopening Status Reporting

January 14, 2021

Following school closures that occurred in spring 2020 in response to the COVID-19 pandemic, the California Department of Public Health (CDPH) developed the "COVID-19 and Reopening In-Person Learning Framework for K-12 Schools in California, 2020-2021 School Year" (July 17, 2020) to support school communities as they decided when and how to implement in-person instruction for the 2020-2021 school year. Schools throughout the state are currently in various stages of instruction including distance learning, in-person learning, and hybrid instruction based on local conditions.

New evidence and data about COVID-19 transmission and experience nationally and internationally demonstrate that schools, particularly elementary schools, can operate safely for in-person instruction with the correct safety protocols in place. Concurrently with this directive, CDPH issued updated, consolidated guidance for public and private K-12 schools to support school re-openings and safe implementation of in-person instruction for students and staff.

Under the guidance, schools that have already reopened are permitted to continue offering in-person instruction, and additional schools will reopen through the early spring. To be equipped to prevent and mitigate ongoing community COVID-19 transmission, it is necessary for CDPH and local health jurisdictions to have accurate information about which school sites are serving students in-person and to which degree such in-person services are being provided, especially in light of evolving epidemiological conditions.

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This information will assist public health authorities maintain awareness of possible locations where case transmission may occur and can rapidly respond to any confirmed positive cases of individuals who have been on-site at schools offering in-person instruction and services. It is also necessary to focus public health resources to support schools, including COVID-19 testing support, contact tracing, and technical assistance related to mitigation strategies and operational plans, to make the most efficient and effective use of those resources. Finally, this information will assist CDPH and local health jurisdictions to accurately assess the impact of school reopening on COVID-19 and update operative public health guidance and directives as necessary.

Accordingly:

- Beginning January 25, 2021, every local educational agency (school district, county office of education, and charter school) and private school in California shall notify the California Department of Public Health whether it is serving students in-person. Specifically, the local educational agency or private school shall report the following information:
  o In-person instruction is provided full-time, including whether provided for all grades served by the local educational agency or private school or only certain grade spans.
  o In-person instruction is provided only part-time (hybrid model), including whether provided for all grades served by the local educational agency or private school or only certain grade spans.
  o In-person instruction and services are provided only pursuant to the Guidance Related to Cohorts issued by the California Department of Public Health.
  o No in-person instruction and services are provided (distance learning only).

- This reporting shall continue every other Monday (or the Tuesday immediately following, if the Monday is a state holiday) until this directive is modified or rescinded.

- This information shall be reported via a web form that will be made available by the California Department of Public Health.

- The California Department of Public Health will provide this information to local health officers and, once the information is processed, will make this information publicly available on the Safe Schools For All Hub website.

SUMMARY OF IN-PERSON INSTRUCTION GRANT AND SCHOOL COVID-19 REPORTING TBL

In-Person Instruction Grants

- The sum of $2 billion one-time Proposition 98 General Fund is available for In-Person Instruction Grants.

- Public schools, with the exception of non-classroom based charter schools, may apply for grants through one of three processes:

Funding Round	I	II	III (available to LEAs in counties above 28 per 100,000 COVID-19 rates)
Initial Application Date	February 1, 2021	March 1, 2021	February 1, 2021 or March 1, 2021
Application Materials Required	A completed COVID-19 School Safety Plan	A completed COVID-19 School Safety Plan	A completed COVID-19 School Safety Plan
	A copy of ratified certificated and classified collective bargaining agreements	A copy of ratified certificated and classified collective bargaining agreements	A copy of ratified certificated and classified collective bargaining agreements
Submit Application Materials To	County office of education, or for single-district counties and county offices of education, the state Department of Education	County office of education, or for single-district counties and county offices of education, the state Department of Education	County office of education, or for single-district counties and county offices of education, the state Department of Education
Actions Required	By February 1, 2021, post the COVID-19 School Safety Plan publicly on their website homepage	By March 1, 2021, post the COVID-19 School Safety Plan publicly on their website homepage	By February 1, 2021 or March 1, 2021 (depending on application date), post the COVID-19 School Safety Plan publicly on their website homepage
	By February 1, 2021, certify that each of its pupils participating in distance learning has access to a computing device, software, and high-speed internet access necessary to participate in online instruction	By March 1, 2021, certify that each of its pupils participating in distance learning has access to a computing device, software, and high-speed internet access necessary to participate in online instruction	By February 1, 2021 or March 1, 2021 (depending on application date), certify that each of its pupils participating in distance learning has access to a computing device, software, and high-speed internet access necessary to participate in online instruction

	By February 16, 2021, provide optional in-person instruction consistent with their COVID-19 School Safety Plan to at least all pupils in the following pupil groups:	By March 15, 2021, provide optional in-person instruction consistent with their COVID-19 School Safety Plan to at least all pupils in the following pupil groups:	Once rates drop and in compliance with state and local health requirements, provide optional in-person instruction consistent with their COVID-19 School Safety Plan to at least all pupils in the following pupil groups:
	• Students with disabilities • Youth in foster care • Homeless children • Students without access to a computing device, software, or high-speed internet access necessary to participate in online instruction • TK-2nd grade students	• Students with disabilities • Youth in foster care • Homeless children • Students without access to a computing device, software, or high-speed internet access necessary to participate in online instruction • TK-5th/6th grade students	• Students with disabilities • Youth in foster care • Homeless children • Students without access to a computing device, software, or high-speed internet access necessary to participate in online instruction • TK-5th/6th grade students
	By March 15, 2021, provide optional in-person instruction consistent with their COVID-19 School Safety Plan to all pupils enrolled in elementary schools, up to grade 6, as applicable.		
	Provide continuous in-person instruction for pupils listed above through the end of the scheduled 2020-21 school year, unless otherwise ordered by a state or local health official.	Provide continuous in-person instruction for pupils listed above through the end of the scheduled 2020-21 school year, unless otherwise ordered by a state or local health official.	Provide continuous in-person instruction for pupils listed above through the end of the scheduled 2020-21 school year, unless otherwise ordered by a state or local health official.
Funding Available	$450 base grant per 2020-21 ADA, augmented for grade span adjustment and 2020-21 LCFF supplemental and concentration grant percentages (with alternate amounts for NSS) (up to approx. $700-$800 per pupil)	$337.50 base grant per 2020-21 ADA, augmented for grade span adjustment and 2020-21 LCFF supplemental and concentration grant percentages (with alternate amounts for NSS) (up to approx. $500-$600 per pupil)	$450 or $337.50 base grant per 2020-21 ADA (depending on application date), augmented for grade span adjustment and 2020-21 LCFF supplemental and concentration grant percentages (with alternate amounts for NSS) (up to approx. $500-$800 per pupil)

- Funds will be audited as part of the 2021-22 annual audit process to ensure compliance with grant requirements.

- Funds are available for use until December 31, 2021, and may be used for any purpose consistent with providing in-person instruction for any pupil participating in in-person instruction, including, but not limited to:
    - Salaries for certificated or classified employees providing in-person instruction or services
    - Social and mental health support services provided in conjunction with in-person instruction
    - COVID-19 testing
    - Personal protective equipment
    - Ventilation and other site upgrades necessary for health and safety

- All LEAs in counties in the Purple Tier must submit their COVID-19 School Safety Plan to their local health jurisdictions, which must notify LEAs and their county offices of education within five business days if the LEA's COVID-19 School Safety Plan is not approved. If a plan is not disapproved within five business days, in-person instruction may commence on the sixth business day. These requirements do not apply to LEAs already open for in-person instruction by February 1, 2021, if their reopening was permitted by state and local public health directives in effect at the time of reopening.

- Disapproval of the COVID-19 School Safety Plan will render the LEA no longer eligible to receive grant funding in the funding round for which it is applying (though LEAs applying in February that don't receive an award may reapply in March).

School COVID-19 Reporting and Public Health Requirements

- All public and private K-12 schools must notify their local health officer of any student or employee that tests positive for COVID-19 and has been present on-site at a K-12 public or private school campus within 24 hours.

- Beginning February 1, 2021, all public and private K-12 schools must notify the California Department of Public Health of information related to school closures as well as numbers of students served in in-person instruction, hybrid models, and distance learning, on a twice-monthly basis.

- All public and private K-12 schools offering in-person instruction shall post a completed COVID-19 School Safety Plan on its website homepage.

Title I. General Education Code Provisions
Division I. General Education Code Provisions
Part 19. Miscellaneous
Chapter 2. School Safety—Public Institutions
Article 6. In-Person Instruction Grants

32254.5.
(a) It is the intent of the Legislature that local educational agencies offer in-person instruction to the greatest extent possible, consistent with subdivision (b) of Section 43504. The Legislature strongly encourages local educational agencies to prioritize pupils who would benefit most from in-person instruction, including, but not limited to, the pupil groups set forth in paragraph (5) of subdivisions (c) and (d) of this article, pupils who are not engaging in distance learning and qualify for reengagement strategies pursuant to Section 43504, credit-deficient high school pupils, pupils at risk of dropping out, pupils with failing grades, and pupils identified as needing social and mental health supports.

(b) (1) The sum of two billion dollars ($2,000,000,000) from the General Fund is hereby appropriated to the Superintendent of Public Instruction for In-Person Instruction Grants to eligible local educational agencies in the 2020–21 fiscal year pursuant to this article.

(2) Before May 1, 2021, if the sum appropriated in paragraph (1) is not sufficient to meet the demand for grant funding pursuant to this article, the Director of Finance may augment those funds up to the amount necessary to fully fund all eligible grant applicants pursuant to this article. Changes to this allocation may be authorized not sooner than 15 days after notification in writing to the Joint Legislative Budget Committee of the changes to the planned expenditures. The Chairperson of the Joint Legislative Budget Committee, or the chairperson's designee, may shorten the 15-day period by written notification to the director.

(c) Local educational agencies, with the exception of local educational agencies classified as non-classroom based charter schools as of the 2019–20 second principal apportionment certification pursuant to Section 47612.5, shall be eligible for grants pursuant to subdivisions (g) and (h), as applicable, if they meet all of the following requirements:

(1) By February 1, 2021, submit a completed COVID-19 School Safety Plan to their county office of education that provides for in-person instruction as required by paragraphs (5) through (8), inclusive, of this subdivision and describes how the local educational agency shall conduct ongoing asymptomatic testing of staff and pupils consistent with the state-supported cadences set forth in the COVID-19 industry sector guidance for schools and school-based programs issued by the California Department of Public Health. Single district counties shall submit their COVID-19 School Safety Plan to the department. For purposes of this article, the COVID-19 School Safety Plan shall consist of both of the following consistent with guidance issued by the California Department of Public Health:

(A) The written COVID-19 prevention program required by the COVID-19 Emergency Standards adopted by the California Occupational Safety and Health Standards Board, 8 C.C.R. section 3205(c); and

(B) The supplemental COVID-19 School Guidance Checklist approved by the California Department of Public Health as part of the COVID-19 industry sector guidance for schools and school-based programs.

(2) For local educational agencies whose employees collectively bargain, by February 1, 2021, submit to its county office of education, or for single district counties, the department, a copy of their ratified certificated and classified collective bargaining agreements or applicable memoranda of understanding that support implementation of their COVID-19 School Safety Plan.

(3) By February 1, 2021, post the COVID-19 School Safety Plan publicly on their website homepage.

(4) By February 1, 2021, certify to its county office of education, or for single district counties, the department, that it has verified that each of its pupils participating in distance learning has access to a computing device, software, and high-speed internet access necessary to participate in online instruction.

(5) By February 16, 2021, provide optional in-person instruction consistent with their COVID-19 School Safety Plan to at least all pupils in the following pupil groups:

(A) Individuals with exceptional needs as defined in section 56026.

(B) Foster youth as defined in subdivision (b) of section 42238.01.

(C) Homeless children and youths as defined in Section 725 of the federal McKinney-Vento Act.

(D) Students without access to a computing device, software, or high-speed internet access necessary to participate in online instruction, as determined by the local educational agency.

(E) All students in kindergarten through grade 2.

(6) By March 15, 2021, provide optional in-person instruction consistent with their COVID-19 School Safety Plan to all pupils enrolled in elementary schools, up to grade 6, as applicable.

(7) Provide continuous in-person instruction for pupils pursuant to paragraphs (5) and (6) through the end of the scheduled 2020-21 school year, unless otherwise ordered by a state or local health official. The scheduled school year is the adopted school calendar for the 2020-21 school year in effect on February 16, 2021.

(8) For purposes of paragraphs (5), (6) and (7), the local educational agency shall utilize the Guidance Related to Cohorts issued by the California Department of Public Health to serve in-person any pupils in the groups specified in subparagraphs (A), (B), (C), and (D) of paragraph (5) who are in grades for which the local educational agency is not otherwise currently able to reopen under state and local public health directives or, between February 16 and March 14, 2021, for pupils in grade 3 to grade 6 if the local educational agency is not offering in-person instruction for all students in those grades pursuant to paragraph (5).

(d) Local educational agencies that did not receive grants pursuant to subdivision (c), with the exception of local educational agencies classified as non-classroom based charter schools as of the 2019–20 second principal apportionment certification pursuant to Section 47612.5, shall be eligible for grants pursuant to subdivisions (i) and (j), as applicable, if they meet all of the following requirements:

(1) By March 1, 2021, submit a completed COVID-19 School Safety Plan to their county office of education that provides for in-person instruction as required by paragraphs (5) through (8), inclusive, of this subdivision and describes how the local educational agency shall conduct ongoing asymptomatic testing of staff and pupils consistent with the state-supported cadences set forth in the COVID-19 industry sector guidance for schools and school-based programs issued by the California Department of Public Health. Single district counties shall submit their COVID-19 School Safety Plan to the department. For purposes of this article, the COVID-19 School Safety Plan shall consist of both of the following consistent with guidance issued by the California Department of Public Health:

(A) The written COVID-19 prevention program required by the COVID-19 Emergency Standards adopted by the California Occupational Safety and Health Standards Board, 8 C.C.R. section 3205(c), and

(B) The supplemental COVID-19 School Guidance Checklist approved by the California Department of Public Health as part of the COVID-19 industry sector guidance for schools and school-based programs.

(2) For local educational agencies whose employees collectively bargain, by March 1, 2021, submit to its county office of education, or for single district counties, the department, a copy of their ratified certificated and classified collective bargaining agreements or applicable memoranda of understanding that support implementation of their COVID-19 School Safety Plan.

(3) By March 1, 2021, post the COVID-19 School Safety Plan publicly on their website homepage.

(4) By March 1, 2021, certify to its county office of education, or for single district counties, the department, that it has verified that each of its pupils participating in distance learning has access to a computing device, software, and high-speed internet access necessary to participate in online instruction.

(5) By March 15, 2021, provide optional in-person instruction consistent with their COVID-19 School Safety Plan to at least all pupils in the following pupil groups:

(A) Individuals with exceptional needs as defined in section 56026.

(B) Foster youth as defined in subdivision (b) of section 42238.01.

(C) Homeless children and youths as defined in Section 725 of the federal McKinney-Vento Act.

(D) Students without access to a computing device, software, or high-speed internet access necessary to participate in online instruction, as determined by the local educational agency.

(E) All students at elementary schools, up to grade 6, as applicable.

(6) Provide continuous in-person instruction for students pursuant to paragraph (5) through the end of the scheduled 2020-21 school year, unless otherwise ordered by a state or local health official. The scheduled school year is the adopted school calendar for the 2020-21 school year in effect on March 15, 2021.

(7) For purposes of paragraphs (5) and (6), the local educational agency shall utilize the Guidance Related to Cohorts issued by the California Department of Public Health to serve in-person any students in the groups specified in subparagraphs (A), (B), (C), and (D) of paragraph (5) who are in grades for which the local educational agency is not otherwise currently able to reopen under state and local public health directives.

(e) County offices of education shall submit the information received from local educational agencies pursuant to subdivision (c) to the department by February 5, 2021, using the form provided by the department. County offices of education shall submit the information received from local educational agencies pursuant to subdivision (d) to the department by March 5, 2021, using the form provided by the department.

(f) The department will notify each local educational agency of the amount of its grant amount no later than fifteen (15) business days after the submission deadlines in subdivisions (c) and (d) for each cohort of applicants.

(g) The Superintendent of Public Instruction shall allocate funding to local educational agencies eligible for a grant pursuant to subdivision (c) pursuant to the following formula:

(1) Compute a base grant using a per-pupil amount of four hundred and fifty dollars ($450) multiplied by the average daily attendance used to calculate each local educational agency's local control funding formula base grant pursuant to subdivision (d) of Section 42238.02 or subparagraph (A) and (B) of paragraph (4) of subdivision (c) of Section 2574 for the 2020-21 first principal apportionment. The Department shall

adjust a district of residence's average daily attendance for any average daily attendance credited to the district pursuant to Section 2576.

(2) Compute an additional adjustment to the base grant equal to the proportion of the local educational agency's grade span adjustment and supplemental and concentration grant funding determined as of the 2020-21 first principal apportionment certification, pursuant to subparagraph (A) of paragraph (3) and paragraph (4) of subdivision (c) of, subdivisions (e) and (f) of, and paragraph (1) of subdivision (i) of Section 42238.02 of the Education Code, or paragraphs (2), (3), and (4) of subdivision (c) of Section 2574 of the Education Code, as applicable, to the sum of the local educational agency's base or necessary small school allowance, supplemental, and concentration grant funding determined as of the 2020-21 first principal apportionment certification pursuant to subdivisions (d), (e), (f), and paragraph (2) of subdivision (i) of Section 42238.02 and subdivision (c) of Section 2574.

(h) In lieu of the amount in paragraph (1) of subdivision (g), for each necessary small elementary school, as defined pursuant to Section 42283, funded as of the 2020-21 first principal apportionment eligible for a grant pursuant to subdivision (c), the Superintendent shall make the following computations:

(1) Twenty six thousand four hundred and sixty dollars and fifty cents ($26,462.50) for a school with an average daily attendance of less than 25, as determined as of the 2020-21 first principal apportionment.

(2) Fifty two thousand nine hundred and twenty five dollars ($52,925) for a school with an average daily attendance of 25 or more and less than 49, as determined as of the 2020-21 first principal apportionment.

(3) Seventy nine three hundred and eighty seven dollars and fifty cents ($79,387.50) for a school with an average daily attendance of 49 or more and less than 73, as determined as of the 2020-21 first principal apportionment.

(4) One hundred and five thousand eight hundred and fifty dollars ($105,850) for a school with an average daily attendance of 73 or more and less than 97, as determined as of the 2020-21 first principal apportionment.

(i) The Superintendent of Public Instruction shall allocate funding to local educational agencies eligible for a grant pursuant to subdivision (d) pursuant to the following formula:

(1) Compute a base grant using a per-pupil amount of three hundred and thirty-seven dollars and fifty cents ($337.50) multiplied by the average daily attendance used to calculate each local educational agency's local control funding formula base grant pursuant to subdivision (d) of Section 42238.02 or subparagraph (A) and (B) of paragraph (4) of subdivision (c) of Section 2574 for the 2020-21 first principal apportionment. The Department shall adjust a district of residence's average daily attendance for any average daily attendance credited to the district pursuant to Section 2576.

(2) Compute an additional adjustment to the base grant equal to the proportion of the local educational agency's grade span adjustment and supplemental and concentration grant funding determined as of the 2020-21 first principal apportionment certification, pursuant to subparagraph (A) of paragraph (3) and paragraph (4) of subdivision (c) of, subdivisions (e) and (f) of, and paragraph (1) of subdivision (i) of Section 42238.02 of the Education Code, or paragraphs (2), (3), and (4) of subdivision (c) of Section 2574 of the Education Code, as applicable, to the sum of the local educational agency's base or necessary small school allowance, supplemental, and concentration grant funding determined as of the 2020-21 first principal apportionment certification pursuant to subdivisions (d), (e), (f), and paragraph (2) of subdivision (i) of Section 42238.02 and subdivision (c) of Section 2574.

(j) In lieu of the amount in paragraph (1) of subdivision (i),for each necessary small elementary school, as defined pursuant to Section 42283, funded as of the 2020-21 first principal apportionment eligible for a grant pursuant to subdivision (d), the Superintendent shall make the following computations:

(1) Nineteen thousand eight hundred and forty six dollars and eighty eight cents ($19,846.88) for a school with an average daily attendance of less than 25, as determined as of the 2020-21 first principal apportionment.

(2) Thirty nine thousand six hundred and ninety three dollars and seventy five cents ($39,693.75) for a school with an average daily attendance of 25 or more and less than 49, as determined as of the 2020-21 first principal apportionment.

(3) Fifty nine five hundred and forty dollars and sixty three cents ($59,540.63) for a school with an average daily attendance of 49 or more and less than 73, as determined as of the 2020-21 first principal apportionment.

(4) Seventy nine thousand three hundred and eighty seven dollars and fifty cents ($79,387.50) for a school with an average daily attendance of 73 or more and less than 97, as determined as of the 2020-21 first principal apportionment.

(k) Grant amounts computed pursuant to subdivisions (g), (h), (i), and (j) shall be adjusted to reflect the exclusion of average daily attendance generated by pupils in full time traditional independent study programs pursuant to Section 51747 or course based independent study average daily attendance pursuant to Section 51749.5 reported to the department as of the 2019-20 second principal apportionment.

(l) By March 31, 2021, the Department shall report to the Department of Finance and the relevant budget and policy committees of the Legislature the amount of any funds unallocated pursuant to this article.

(m) For 2021-22 fiscal year audits, the Controller shall include instructions in the audit guide required by Section 14502.1 that include procedures for determining all of the following for local educational agencies that receive funding pursuant to this article:

(1) Compliance with paragraph (3) of subdivision (c) or paragraph (3) of subdivision (d), as applicable.

(2) Compliance with paragraphs (5), (6), and (7) of subdivision (c) or paragraphs (5) and (6) of subdivision (d), as applicable.

(3) Verification that all students opting to participate in distance learning pursuant to paragraph (4) of subdivision (c) or paragraph (4) of subdivision (d) have access to a computing device, software, and high-speed internet access necessary to participate in online instruction.

(n) For a local educational agency with audit findings of non-compliance pursuant to subdivision (l), the Superintendent shall withhold from the local educational agency's principal apportionment the percentage of days out of compliance multiplied by the per-average daily attendance amount calculated pursuant to either (g) or (i), as applicable, all multiplied by the average daily attendance used to determine the local educational agency's in-person grant amount of each affected grade span. For purposes of this subdivision, the percentage of days out of compliance is equivalent to the number of days out of compliance divided by the total number of instructional days offered after the due date for the local educational agency to submit eligibility materials to its county office of education.

(o) Funds apportioned to local educational agencies pursuant to this article shall be available for use until December 31, 2021, and may be used for any purpose consistent with providing in-person instruction for any pupil participating in in-person instruction, including, but not limited to, COVID-19 testing, personal protective equipment, ventilation and other site upgrades necessary for health and safety, salaries for certificated or classified employees providing in-person instruction or services, and social and mental health support services provided in conjunction with in-person instruction. Local educational agencies shall report final expenditures of these funds to the department by January 31, 2022, and the Superintendent shall initiate collection proceedings for unexpended funds.

(p) For local educational agencies in a local health jurisdiction or county in the Purple tier, all of the following shall apply:

(1) Local health jurisdictions shall notify a local educational agency and its county office of education within five (5) business days of submittal if the local educational agency's COVID-19 School Safety Plan is not approved. County offices of education shall notify the department within five (5) business days of notification that a local educational agency's COVID-19 School Safety Plan was not approved, and that the local educational agency is no longer eligible to receive funding pursuant to this article.

(2) In-person instruction pursuant to a COVID-19 School Safety Plan may commence on the sixth business day after the COVID-19 School Safety Plan was submitted to a local health jurisdiction unless a state or local health officer makes an affirmative finding that the COVID-19 School Safety Plan is unsafe before the end of the fifth business day after submission.

(3) This subdivision shall not apply to schools already open for in-person instruction by February 1, 2021, if their reopening was permitted by state and local public health directives in effect at the time of reopening.

(4) Local educational agencies that are otherwise eligible for grant funding pursuant to subdivisions (c) or (d) shall retain eligibility if they do not offer in-person instruction as required by those subdivisions if both:

(A) The seven-day adjusted average case rate in their local health jurisdiction or county is above 28 cases per 100,000 people per day.

(B) The local educational agency meets in-person instruction requirements pursuant to subdivisions (c) and (d), and pursuant to timeframes outlined in state public health guidance, when their local health jurisdiction or county drops below 28 cases per 100,000 people per day, unless the case rate subsequently rises above this threshold.

(q) A local educational agency may reapply pursuant to subdivision (d) if the COVID-19 School Safety Plan they submitted to their local health jurisdiction pursuant to paragraph (1) of subdivision (c) was not approved by their local health jurisdiction.

(r) For the purposes of this article, "in-person instruction" refers to instruction under the immediate physical supervision and control of a certificated or classified employee of the local educational agency while engaged in educational activities required of the pupil.

(s) For purposes of making the computations required by Section 8 of Article XVI of the California Constitution, of the amount appropriated from the General Fund in paragraph (1) of subdivision (b), two billion dollars ($2,000,000,000) shall be deemed to be "General Fund revenues appropriated for school districts," as defined in subdivision (c) of Section 41202 of the Education Code, for the 2020–21 fiscal year, and included within the "total allocations to school districts and community college districts from General Fund proceeds of taxes appropriated pursuant to Article XIII B," as defined in subdivision (e) of Section 41202 of the Education Code, for the 2020–21 fiscal year.

(t) This article shall remain in effect until June 30, 2023, and as of that date is inoperative. This article shall be repealed on July 1, 2024.

Title I. General Education Code Provisions
Division I. General Education Code Provisions
Part 19. Miscellaneous
Chapter 1. School Safety—Public and Private Institutions
Article 8. COVID-19 Reporting and Public Health Requirements

32082.
(a) The Legislature finds and declares all of the following:

(1) The COVID-19 pandemic poses a threat to the health and safety of all Californians.

(2) Even with protocols in place to mitigate the transmission of COVID-19 in place, the presence of an individual who has tested positive of COVID-19 on a K-12 public or private school campus is an emergency that poses a risk to health or safety of students and employees present on the campus.

(3) Reporting to the local health officer the presence of a positive case of COVID-19 in an individual who is or has been present on a K-12 private or public school campus is necessary to protect the health and safety of students and employees present on the campus.

(4) In order to support the safe operations of schools and facilitate in-person instruction while preventing the spread of COVID-19, the California Department of Public Health and local health officers must also be aware of whether a school is offering in-person instruction and services to students and the degree to which such instruction and services are occurring. This information is essential to ensure awareness of possible locations where case transmission may occur and to help focus testing resources and technical assistance to ensure safe reopening and school operations.

(b) (1) Upon learning that a school employee or student who has been present on-site at a K-12 public or private school campus has tested positive for COVID-19, the school administrator or other person in charge of any K-12 public or private school in the state shall immediately, and in no case later than 24 hours after learning of the positive case, notify the local health officer by telephone about the positive case.

(2) For purposes of this subdivision, the required notification to the local health officer shall include all of the following information, if known:

(A) Identifying information of the individual who tested positive including full name, address, telephone number, and date of birth;

(B) Date of positive test, the school or schools at which the individual was present on-site, and the date the individual was last on-site at the relevant school or schools; and

(C) The name, address, and telephone number of the person making the report.

(3) The school administrator or other person in charge of the school shall provide the notification to the local health officer required by this subdivision even if the individual

has not provided prior consent to the disclosure of personally identifiable information. For any school subject to the Family and Educational Rights Privacy Act of 1974, the school administrator or other person in charge of the school shall provide the required notification to the local health officer, even without prior written consent, as a disclosure that is necessary to protect the health or safety of the student or other individuals pursuant to Section 99.36 of Title 34 of the Code of Federal Regulations.

(4) Information reported pursuant to this subdivision shall not be disclosed by the local health officer except to the California Department of Public Health; to the extent deemed necessary by the local health officer for an investigation to determine the source of infection and to prevent the spread of COVID-19; if required by state or federal law; or with the written consent of the individual to whom the information pertains or the legal representative of the individual. Upon receiving a report made pursuant to this article, the local health officer shall take whatever steps deemed necessary for the investigation, prevention, and control of COVID-19. If the source of infection or exposure of other persons is believed to be outside the local jurisdiction, the local health officer shall notify and share necessary information with local or government public health officials for the relevant jurisdictions to monitor, investigate, prevent, and control the spread of COVID-19.

(5) The requirements of this subdivision shall be in addition to any other legal requirements related to reporting of a communicable disease.

(c) (1) Beginning February 1, 2021, every school district, county office of education, charter school, and private K-12 school shall notify the California Department of Public Health of the following information in a form and adhering to the procedures to be determined by California Department of Public Health on or before the second and fourth Monday of each month:

(A) Number of students enrolled by school site and school district, if applicable.

(B) For non-classroom based charter schools, total number of students enrolled, number of students attending each resource center, if any.

(C) Number of students participating in full-time in-person learning, by school site and school district, if applicable.

(D) Number of students participating in hybrid learning (a mix of in-person and distance learning) by school site and school district, if applicable.

(E) Number of students participating in distance learning by school site and school district, if applicable.

(F) Number of school employees who work onsite at a school, by school site and school district, if applicable.

(G) Number of students being served in cohorts while the school is closed for in person instruction and the support and services they are receiving.

(H) For non-classroom based charter schools, total number of students enrolled, number of students attending each resource center, if any.

(I) Any additional information requested.

(2) By January 25, 2021, the California Department of Public Health shall:

(A) Provide the form and identify the procedures to be used for reporting pursuant to this subdivision;

(B) Provide the form and procedures to local health officers, as well as local educational agencies and private schools, in partnership with the department; and

(C) Publicly post the form and procedures on its website.

(d) (1) Every school district, county office of education, charter school, and private school offering in-person instruction shall post a completed COVID-19 School Safety Plan on its website homepage. For any school district, county office of education, charter school or private school that is not offering in-person instruction as of the effective date of this article, but begins offering in-person instruction subsequent to the effective date of this article, the school district, county office of education, charter school or private school shall, at least five business days prior to offering in-person instruction, post a completed COVID-19 School Safety Plan on its website homepage.

(2) For purposes of this subdivision, the COVID-19 School Safety Plan shall consist of both of the following:

(A) The written COVID-19 prevention program required by the COVID-19 Emergency Standards adopted by the California Occupational Safety and Health Standards Board, 8 C.C.R. section 3205(c); and

(B) The supplemental COVID-19 School Guidance Checklist approved by the California Department of Public Health as part of the COVID-19 industry sector guidance for schools and school-based programs.

(e) This article shall remain in effect until June 30, 2021, and as of that date is inoperative. This article shall be repealed on July 1, 2022.

Stage 4 progress - Reopening Schools

January 21, 2021

Stakeholder Input

In May- December 2020 there were multiple opportunities for parents to give feedback on the reopening process.

Focus groups

The District held multiple focus groups totaling eight hours because we wanted to collect as much qualitative feedback as possible within our Shelter in Place parameters and planning timeline. Additionally, the District held a ThoughtExchange for 60 participants. The feedback from these groups is included in re-opening planning and is an important part of these plans.

May 26, 2020
May 27, 2020
June 2, 2020
May 20-28, 2020 - online

Distance Learning Focus Groups

In the fall, MVWSD held focus groups about distance learning with staff members, teachers and parents in order to further refine its plan for the benefit of students.

October 20, 2020 Parent feedback session
November 2, 2020 Teacher, Staff feedback session

Reopening Task Force

This group, representing teachers, administrators and classified staff, met to vet ideas for reopening and share ideas and concerns.

June 5 and 24, 2020 and August 6, 2020

Ayindé Rudolph	*Margaret Poor*
Cathy Baur	*Michelle Olague*
Carmen Ghysels	*Nancy Rodriguez*
Jenni Gaderlund	*Rebecca Westover*
Jennifer Thornton	*Sonia Gomez Morales*
Kathleen Cooper	

Public meetings

Dr. Ayindé Rudolph has been talking extensively about the reopening process in Board of Trustees meetings.

May 7, 2020
June 4, 2020
July 2, 2020
July 23, 2020
August 6, 2020
Sept. 3, 2020
Sept. 17, 2020
Jan. 21, 2021

Stakeholder Input

Community Check-ins

Community members could register for upcoming community meetings or view past meetings recordings at
https://www.mvwsd.org/about/communications/news___events/connecting_with_the _community. Parents and staff members continue to participate in these Zoom conversations. Attendance at these meetings has ranged from 25-900 people.

Friday, May 8, 3:30 p.m.
Tuesday, May 12, 9:30 a.m.
Tuesday, May 19, 9:30 a.m.
Wednesday, May 20, 5:30-6:30 p.m.
Friday, May 22, 3:30 p.m.
Friday, June 19, 3:30 p.m.
Thursday, July 16, 3:30 p.m.
Friday, August 7, 3:30 p.m.
Friday, August 21, 3:30 p.m.
Friday, Sep. 4, 3:30 p.m.
Friday, Sep. 10, 3:30 p.m.
Friday, Sep. 18, 3:30 p.m.
Friday, Oct. 2, 3:30 p.m.
Friday, Oct. 23, 3:30 p.m.
Friday, Nov. 20, 3:30 p.m.
Friday, Dec. 11, 3:30 p.m.

Guiding Principles

Keep employees and students safe

Be nimble and ready to deliver instruction in any of the Four Stages

Create high-quality, equitable learning environments for all students

Involve our community in solutions, planning and implementation

MVWSD plan informed by guidance from the California Department of Education, Santa Clara Public Health, Santa Clara County Office of Education, Centers for Disease Control, and Sacramento County Office of Education.

Goals

- Examine data to determine next steps
- Explain what reopening looks like
    - Distance Learning vs In-person Learning
- Gather feedback from community

What factors should be considered?

A **Deciding on reopening requires weighing public health risks against economic activity, student impact and ability to safeguard**

Extent and weight of risks will vary across countries and regions

Not Exhaustive

Factors	Key questions
Public health risks	To what extent can the health of students, families, staff and the general population be safeguarded while opening schools?
Criticality for economic activity	To what extent does school closure contribute to GDP loss and unemployment by preventing reopening the economy?
Impact on student learning & thriving	To what extent is student learning falling behind when schools are closed? To what extent are inequities exacerbated during school closures?
Ability to safeguard schools	To what extent are school systems ready to reopen with the right health & safety measures in place?

Considering the inputs of 3 key stakeholders

— **Parents**

— **Teachers**

— **Students**

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Mountain View Whisman School District

Understanding the inherent risks...

A School systems will need to gauge the risks and identify trade-offs to determine the approach for school reopening

Current as of April 22, 2020

Not Exhaustive and Preliminary insights

Schools among the first of sectors to open → Schools among the last of sectors to open

What do you have to believe to make a decision for school reopening?

	Schools among the first of sectors to open		Schools among the last of sectors to open
Public health risk	Risks for children and teachers themselves as well as for asymptomatic transmission through children considered limited	Risks for children themselves considered moderate; reopening schools still seen as a risk due to likelihood of asymptomatic transmissions	Reopening of the schools can pose a significant risk to both children and others
Criticality for economic activity	Schools are a critical prerequisite to allowing parents to return to work; significant portion of workers rely on childcare	Economic activity can return through slow, systematic / staged reopening of schools	Most parents can continue to work from home or most households can arrange for caregivers (including through government-provided care)
Impact on student learning and thriving	Significant learning loss with remote learning especially for vulnerable students. Broader risks to students in staying home (nutrition, domestic violence)	Blended learning works for some subjects and grade levels; in-person lessons required for others	Remote learning allows students to continue learning at acceptable levels
Ability to safeguard schools	Health & Safety measures can adequately mitigate the risk of infection in schools	Health & Safety measures are insufficient to prevent the spread of the disease if schools return to full capacity	Very difficult to safeguard schools given inherent characteristics of children, plus shortages of supplies and budgets

Source: Danish ministry of education guidelines, Danish prime minister press conference (April 6), Norwegian ministry of education guidelines, Austrian ministry of education press conference (April 8)

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Mountain View Whisman School District

Where we are with reopening….

Under Purple Tier -

– Schools serving students in grades K-6 may not reopen for in-person instruction in counties with adjusted CR above 25 cases per 100,000 population per day.

- Santa Clara County adjusted CR is 40.4 per 100K.

Red, Orange or Yellow Tiers -

Schools may reopen at all grades

Key cross-functional topics: additional metrics (1/4)

Key questions

Potential tracking metrics

Key questions	Potential tracking metrics
Health, safety and transitions[1]: What are the right health and safety protocols to guarantee optimal safety for all members of a school community? How do we monitor changing conditions and plan for transitions between models (e.g., from remote to in-person)?	Segment by elementary, middle school, and high school populations: ▪ COVID-19 case count in schools and surrounding communities (prevalence for in-person and remote groups; proof of school being a hotspot of transmission) ▪ Distribution of case counts (e.g. 10 cases at 1 school vs 10 cases at 10 schools) ▪ Hospitalization and death count (by demographics for both teachers, staff, and students) ▪ Implementation and adherence to protocols (e.g. % of students with temperature checks, % of students wearing masks, % of students tested, % of physical distancing infractions) ▪ Evidence of long-term COVID-19 health risks
Student engagement while remote: How do we maximize student engagement during remote learning (whether they are full-time or part-time remote)?	▪ Student participation rates (e.g., number of log-ins to LMS, assignment completion rates, number of questions during synchronous learning, number of downloads for online resources) ▪ Number of check-ins between teachers and students (per day, per week) ▪ Share of students with access to necessary software and hardware for remote learning ▪ Number of and turnaround time for technical assistance requests fulfilled (e.g., students unable to log on to LMS) ▪ Qualitative rating of student experience (based on surveys) ▪ Number of students attending "study hall" or "extra help" periods
Instructional time: How do we maximize instructional time?	▪ Daily hours of instructional time, segmented by mode of instruction (e.g., digital vs. non-digital, synchronous vs. asynchronous, large-group vs. small-group vs. individual) ▪ Daily hours of instructional time, segmented by supervising adult (e.g., teacher, teacher's aide, other staff member, tutor, family member, individual) ▪ Weekly time spent 1:1 with teacher per student
Curriculum and aligned professional learning: How much of students' instructional time is grounded in HQIM (High Quality Instruction Materials)? Aligned with professional learning?	▪ Share of curricula aligned with HQIM best practices, specifically those materials around remote learning ▪ Vetting of curriculum by third parties (e.g., number of reviewers / contributors) to ensure HQIM ▪ Self-reporting of teacher behavior change based on professional trainings offered on remote teaching (segmented by subject) ▪ Portion of professional learning opportunities directly aligned with curricula ▪ Frequency of teacher engagement in forums about curriculum/teaching/learning

1. Districts should consult with local health authorities and other health experts in determining these metrics

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Learning loss: How can we increase the amount (or efficiency) of instructional time or resources provided to those students who have fallen furthest behind?

- Share of students in each grade level that are meeting various proficiency levels relative to prior years
- Number of hours / staff members available for help rooms, tutoring, and FAQs
- Daily or weekly time spent in 1:1 or small-group tutoring for students with larger learning gaps
- Time allocated in lesson plans for teachers to address specific skills students may be missing that are required to understand grade-level appropriate content
- Share of curricula adaptable to differed pacing based on learner needs
- Results of surveys evaluating the perceived effectiveness / helpfulness of trainings for teachers around identifying and mitigating learning loss in remote settings

Assessment: How do we adjust and evolve assessment of student success, ensuring equity in the process?

- Percent of students assessed, at various stages throughout the year (e.g., beginning of the year, then every X weeks)
- Qualitative reviews of remote assessments' effectiveness and frequency
- Range of topics assessed (e.g., academics, emotional wellness, etc.)
- Quantity and quality of materials provided to teachers on best practices for remote assessment
- Perceived effectiveness of tools provided to teachers for assessments, based on teacher feedback (e.g., online platforms through which testing can be completed)

Teacher roles: How can our teachers be supported to ensure they are best able to maximize time spent on the highest-value activities, and with those students who need them the most?

- Teacher logs (or other self-reporting) of time spent on various activities through the course of a week
- Number of channels available to teachers to reach students or their families, and the extent to which these are used
- Perceived effectiveness of support mechanisms (e.g., support for non-teaching activities/workload) provided by the district, based on teacher feedback

CHIEFS for CHANGE CCSSO Council of Chief State School Officers

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Special needs: How do we ensure we are sufficiently supporting students with special needs? How do we ensure our instruction is both equitable and accessible in all stages – from curriculum development, to instruction delivery?

- Number of screening calls conducted within vulnerable populations to identify demand and need for special needs' services
- Percent of students receiving services defined by IEPs or 504s
- Qualitative reviews of types of services provided and available to students
- Number of hours / staff members available for help rooms, tutoring, and FAQs for students with special needs
- Daily or weekly time spent in 1:1 or small-group tutoring for students with special needs
- Number of check-ins with students with special needs, over the course of a week or month
- Self-reporting of teacher behavior change based on professional trainings offered on remote teaching (segmented by subject) for students with special needs
- Use of platforms / forums for teachers to exchange remote teaching best practice materials, tailored to students with special needs

SEL: How do we embed SEL and trauma-informed practice into everything we do in a way that's more comprehensive than ever before?

- Self-reported experiences by students, teachers, and families, via survey, on outcomes and behaviors experienced by students while at home
- Amount of time dedicated – within and outside of lessons – to student well-being check-ins
- Qualitative review of escalation processes (e.g., if a teacher identifies a need for a student, who does s/he contact?)
- Share of curricula developed with SEL- and / or trauma-informed practice in mind
- Number of check-in calls with students suspected of being at risk
- Percent of students receiving mental health support

CHIEFS for **CHANGE**   **CCSSO**
Council of Chief State School Officers

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Family engagement: How can we re-set what "typical" family engagement is, and how can we creatively support it?

- Self-reported satisfaction and engagement levels by family members, especially those most involved in supporting student learning (e.g., by survey)
- Cadence of family communication (e.g., weekly emails, monthly townhalls)
- Number and quality of channels / processes through which families can get support from the district (e.g., family support hotline, FAQs sections on website, tech support teams)
- Cadence of family feedback collection (e.g., weekly surveys asking how the district can best support them)
- Perceived quality of training sessions provided to families on what the "operational" aspect of remote schooling looks like and expectations of families during remote schooling (e.g., will chaperone student for X hours per day), based on parent feedback
- Perceived quality of training sessions provided to families on how to best support their student's remote learning, based on parent feedback
- Perceived quality of external resources provided to families on how to best support their student's remote learning (e.g., webinars, third party documents), based on parent feedback
- Effectiveness of platforms / forums for families to exchange ideas of how to best support their student during remote learning periods, based on parent feedback

Metric 1
COVID-19 Data

Mountain View Whisman School District

Santa Clara County COVID-19 Cases Dashboard

Data last updated June 26, 2020

Mountain View Whisman School District

Updated Dashboard

Santa Clara County COVID-19 Snapshot
Last updated on January 7, 2021

COVID-19 Cases ^		COVID-19 Deaths		COVID-19 Hospitalizations	
Cumulative	New	Cumulative	New	Current	New
78683	1362	815	17	726	105

Microsoft Power BI

Mountain View Whisman School District

Santa Clara County COVID-19 Demographics Dashboard

Last updated on January 7, 2021

Total Cumulative COVID-19 Cases ^ **78683**

Total Cumulative COVID-19 Deaths **815**

Displaying: Cases | **Deaths**

Deaths by Age Group

Age	Percent
19 or ...	0.1%
20-29	0.4%
30-39	1.6%
40-49	3.6%
50-59	7.2%
60-69	14.8%
70-79	21.8%
80-89	27.5%
90+	22.9%

Deaths by Gender

Gender	Percent
Female	45.8%
Male	52.5%
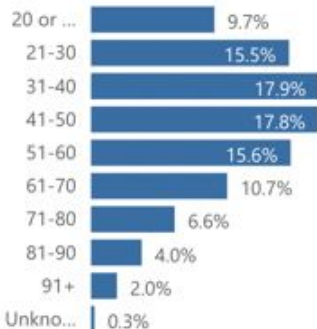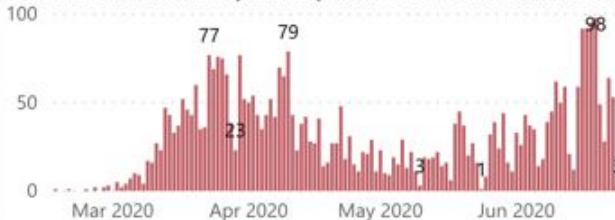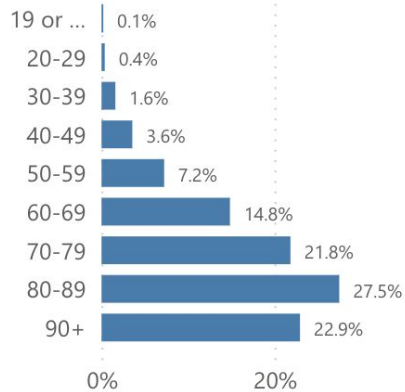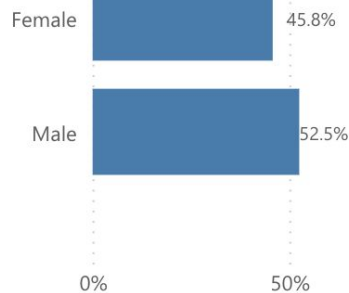
Deaths by Race/Ethnicity

Race/Ethnicity	Percent of Deaths	Percent of Population
African American	3.3%	2.4%
Asian	24.9%	35.7%
Latino	31.7%	25.8%
Native Hawaiia...	0.7%	0.3%
Other	4.2%	3.9%
Unknown	3.3%	
White	31.9%	32.0%

● Percent of Deaths ● Percent of Population
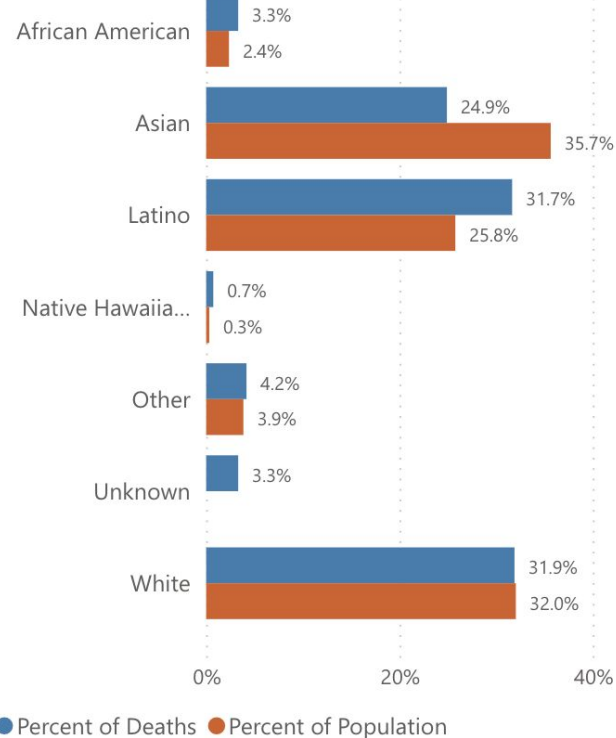
Deaths by Underlying Health Conditions (Comorbidities)

Condition	Percent
1 or more Comorbidities	81.6%
None	11.3%
Unknown	7.1%

Mountain View Whisman School District

https://www.sccgov.org/sites/covid19/Pages/dashboard-demographics-of-cases-and-deaths.aspx
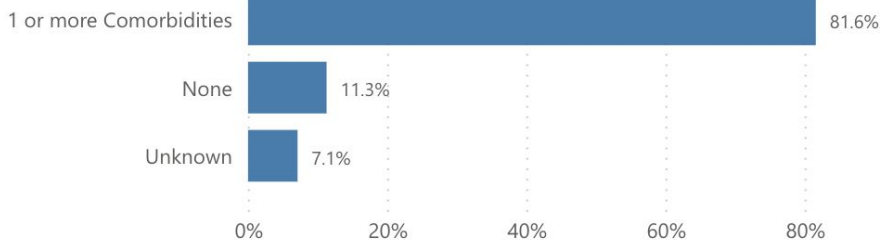
Mountain View cases
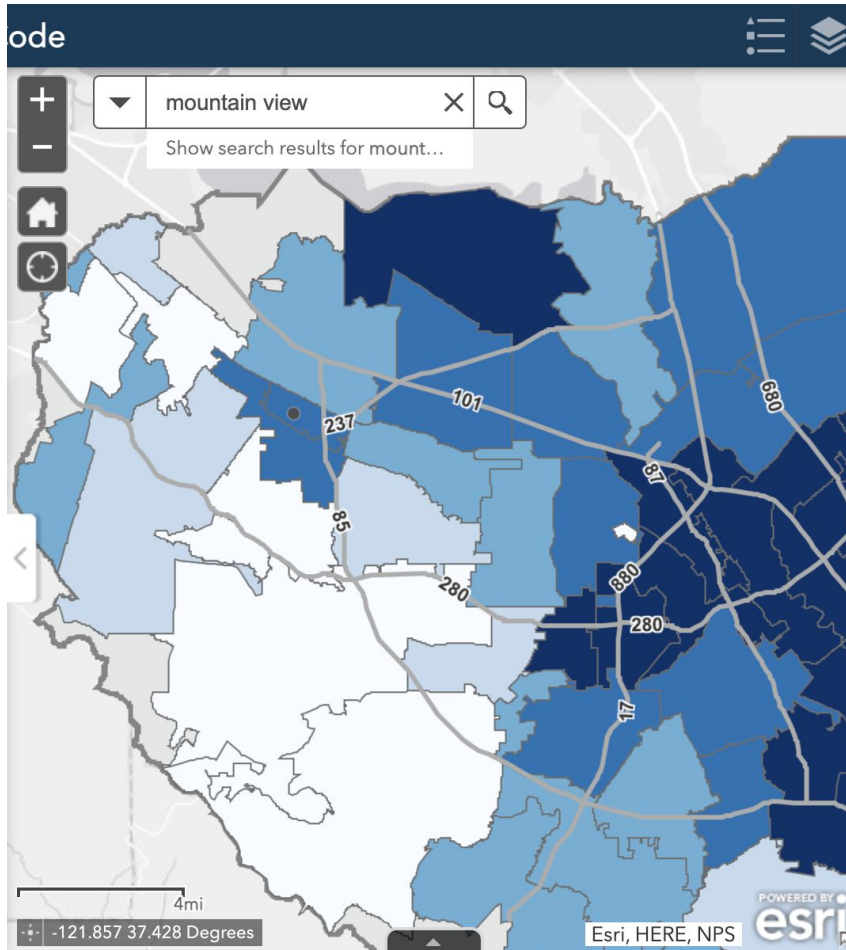
Mountain View Whisman School District

Mountain View numbers:

ZipCode: 94040

Cumulative Case Count: 936

Population: 35,845

Rate Per 100,000 Population: 2,611

ZipCode: 94041

Cumulative Case Count: 360

Population: 14,394

Rate Per 100,000 Population: 2,501

ZipCode: 94043

Cumulative Case Count: 603

Population: 31,488

Rate Per 100,000 Population: 1,915

https://www.sccgov.org/sites/covid19/Pages/dashboard-cases-by-zip-code-and-city.aspx

Current tier assignments as of January 5, 2021

Tier assignments may occur any day of the week and may occur more than once a week. Select a county to see what region it's in.

STATEWIDE METRICS

74.1 New COVID-19 positive cases per day per 100K

15.0% Positivity rate (7-day average)

0.0% ICU availability

County

Santa Clara ▼

Santa Clara County
Bay Area Region
*Regional Stay Home Order
effective 12/17/2020 11:59 PM*

Close ⊗

COUNTY RISK LEVEL

Widespread*
Many non-essential indoor business operations are closed

COUNTY METRICS
47.9 New COVID-19 cases per day per 100K
32.9 Adjusted case rate for tier assignment
7.9% Positivity rate (7-day average)
13.3% Health equity quartile positivity rate

3 weeks prior 12/15	**2 weeks prior** 12/22	**1 week prior** 12/29	**Current** 1/5
■ Widespread	■ Widespread	■ Widespread	■ Widespread

*See California Blueprint Data Chart for tier determination

■ Widespread
■ Substantial
■ Moderate

Last Updated 1/5/2021

⁜ +ableau   ← → |← ⚹ ⭳ ⛶

Current tier assignments as of January 12, 2021

Tier assignments may occur any day of the week and may occur more than once a week. Select a county to see what region it's in.

STATEWIDE METRICS

91.7 New COVID-19 positive cases per day per 100K

County
Santa Clara ▼

17.6% Positivity rate (7-day average)

0.0% ICU availability

Santa Clara County
Close ⊗

Bay Area Region
*Regional Stay Home Order
effective 12/17/2020 11:59 PM*

COUNTY RISK LEVEL
Widespread*
Many non-essential indoor business operations are closed

COUNTY METRICS
58.8 New COVID-19 cases per day per 100K
40.4 Adjusted case rate for tier assignment
9.5% Positivity rate (7-day average)
16.1% Health equity quartile positivity rate

3 weeks prior 12/22	2 weeks prior 12/29	1 week prior 1/5	Current 1/12
■ Widespread	■ Widespread	■ Widespread	■ Widespread

*See California Blueprint Data Chart for tier determination

■ Widespread
■ Substantial
■ Moderate

Last Updated 1/12/2021

MVWSD Covid Dashboard

Week at a Glance Totals
(this week to date - starts Monday)

Student Quarantine	Student Positive
0	1

Staff Quarantine	Staff Positive
0	0

Cumulative Totals
(since August 17, 2020)

Student Quarantine	Student Positive
38	5

Staff Quarantine	Staff Positive
50	19

COVID-19 Dashboard

Location	Quarantine			Positive		
	Staff	Student	Total	Staff	Student	Total
Bubb	3	11	14	0	2	2
Castro	4	11	15	1	2	3
Crittenden	0	1	1	0	0	0
District Office	5	0	5	2	0	2
Graham	0	0	0	2	0	2
Huff	2	0	2	1	0	1
Landels	1	0	1	0	0	0
Mistral	2	9	11	3	0	3
Monta Loma	5	5	10	1	0	1
Other District Sites	22	0	22	5	0	5
Stevenson	1	0	1	2	0	2
Theuerkauf	4	1	5	0	1	1
Grand total	**50**	**38**	**88**	**19**	**5**	**24**

This data is typically self-reported. If a school or category is missing from the Dashboard, that means there is no data.

"Quarantine" includes individuals who might have been exposed to COVID-19 (at work, home or other places) or who've recently had close contact with someone with COVID-19 (within 6 feet of an infected person for at least 15 minutes starting from 2 days before illness onset.)

"Positive" only includes individuals with a lab-confirmed positive test.

For more information on MVWSD's COVID planning, please see www.mvwsd.org/returntolearn

Cumulative Totals (since August 17, 2020)

Elementary School
Student	Quarantine	37
Student	Positive	5
Staff	Quarantine	23
	Grand total	**75**

Middle School
Student	Quarantine	1
Staff	Positive	2
	Grand total	**3**

Other District Sites/District Office
Staff	Quarantine	27
Staff	Positive	7
	Grand total	

Mountain View Whisman School District

Google Data Studio

Mountain View Whisman School District

Comparing Covid cases between Districts

School District	Quarantined Students	Quarantined Staff	Positive Cases Students	Positive Cases Staff
MVWSD*	38	50	5	19
MVLA	Data not available	Data not available	9	5
LASD	Data not available	Data not available	9	10
PAUSD	Data not available	Data not available	9	20
Sunnyvale	Data not available	Data not available	0	5

* Cumulative since Aug 17, 2020

Mountain View Whisman School District

Metric 2 -
Distance Learning Engagement

Metric 2
Clever - Activity 8/1/2020- 12/16/2020

Key Metrics

Usage by scoped users ❓

100.0% **100.0%**
Students Teachers

Unique users ❓

5.7K **310**
Students Teachers

Total logins ❓

1.4M **104.8K**
Students Teachers

◀ Logins by School ❓

Descending | Ascending

Horizontal bar chart titled "Logins by School" with y-axis "School Name" and x-axis "Unique users" (0 to 1,000):
- Graham Middle School: ~940
- Crittenden Middle School: ~670
- Huff Elementary School: ~640
- Landels Elementary School: ~550
- Stevenson Elementary School: ~540
- Bubb Elementary School: ~520
- Mistral Elementary School: ~460
- Vargas Elementary School: ~400
- Theuerkauf Elementary School: ~360
- Castro Elementary School: ~360
- Monta Loma Elementary School: ~355
- MVWSD Preschool: ~80
- Private School Group: ~0

Metric 2 - Student Engagement
Average Daily Attendance

ADA By School - August 17, 2020 - December 16, 2020
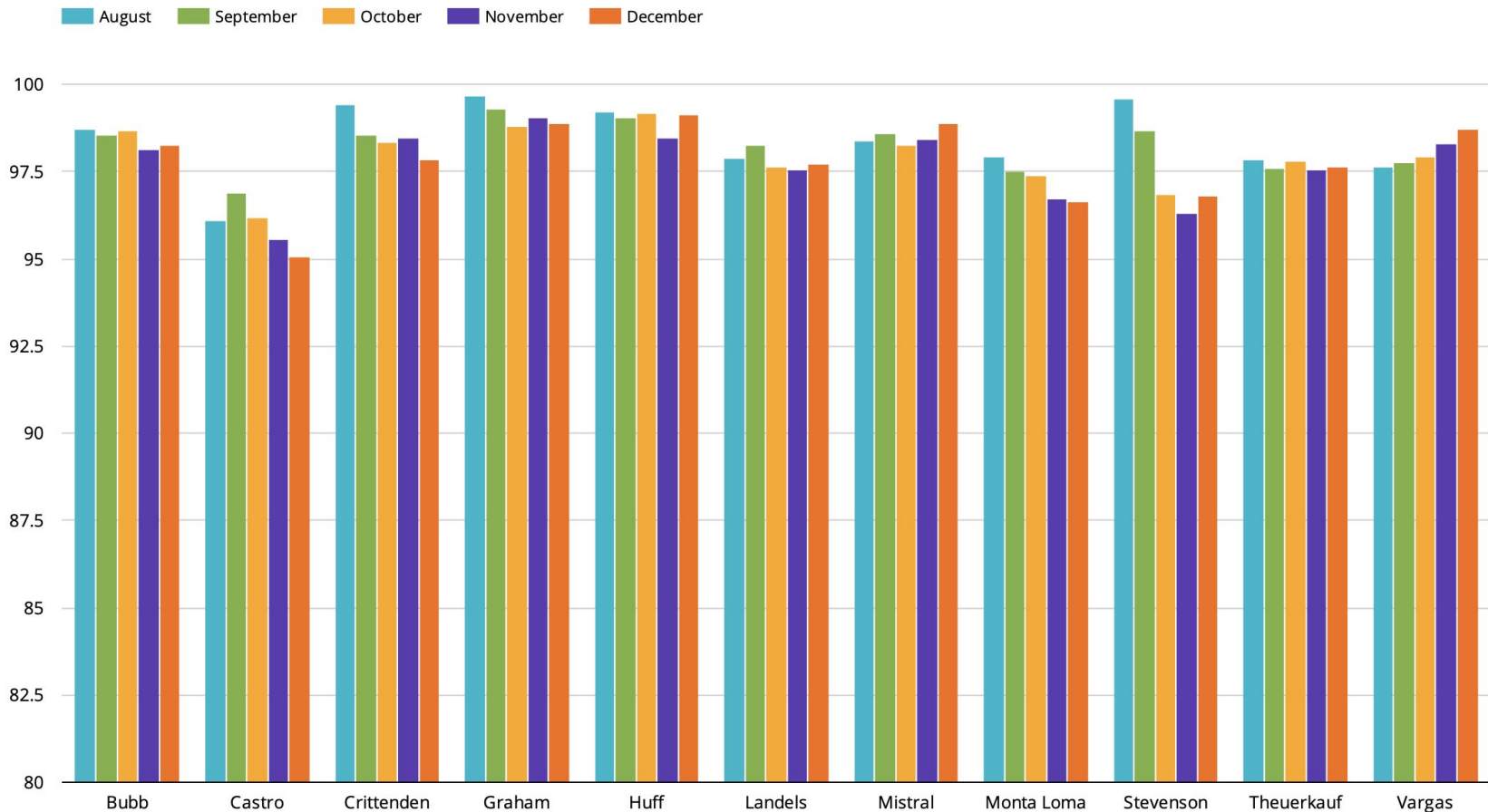
Attendance Summary

- District wide attendance hovers around 95%
    - Vargas, Mistral, Huff, Bubb and Stevenson saw increases from November to December
- Vargas and Mistral has steady increases over the course of the year
- 5 schools have experienced sizable drops in student attendance
- 3 schools have remained stable since the start of the year

Mountain View Whisman School District

Metric 2 - Student Engagement

ADA By Grade Level - August 17, 2020 - December 16, 2020
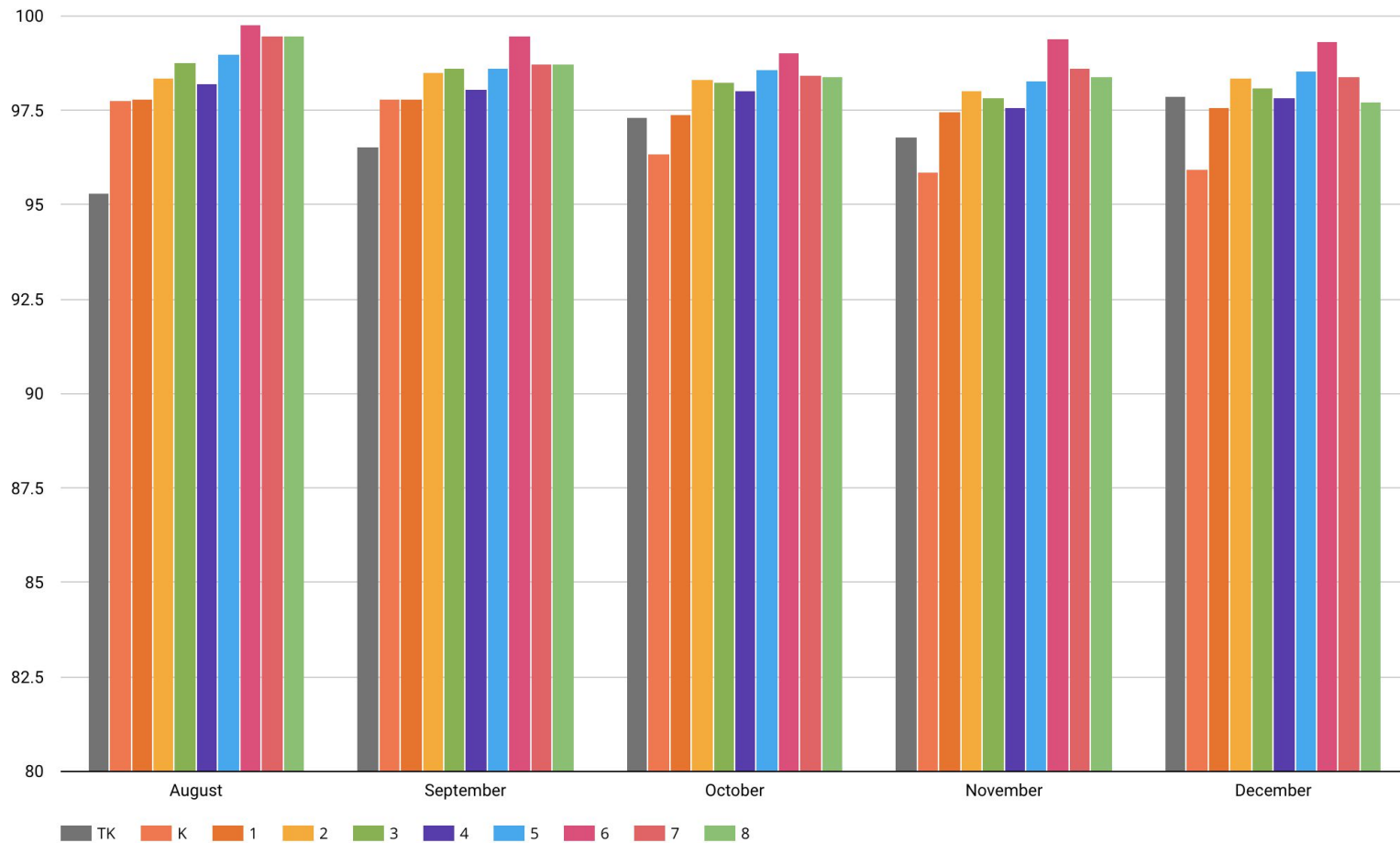
Engagement observations

- Engagement is above 95%
- 6th grade has had the highest levels of engagement
- TK has steadily increased overtime
- Kinder is the grade that has the lowest level of engagement

Metric 2 - Student Engagement

ADA By English Proficiency - August 17, 2020 - December 16, 2020
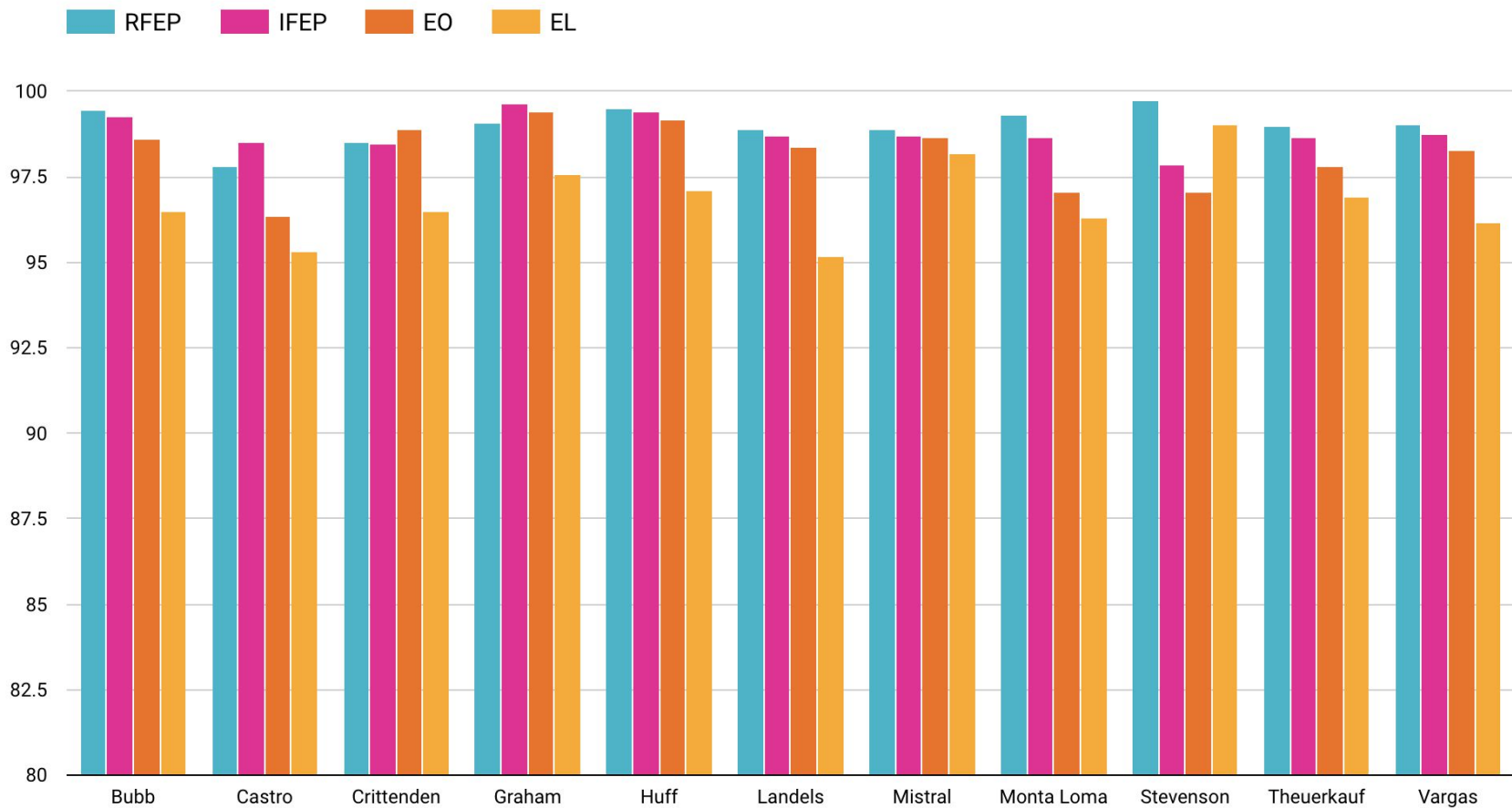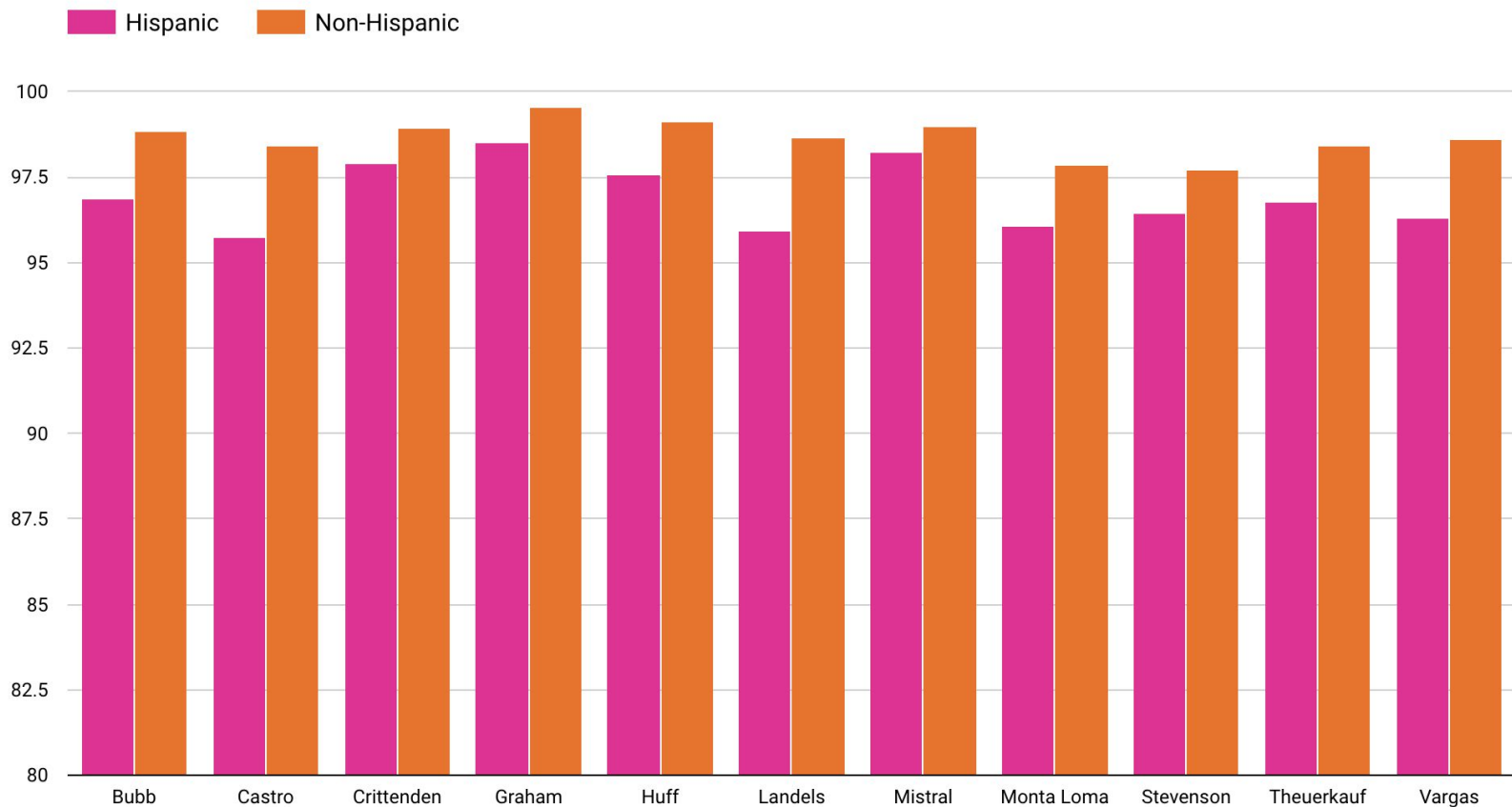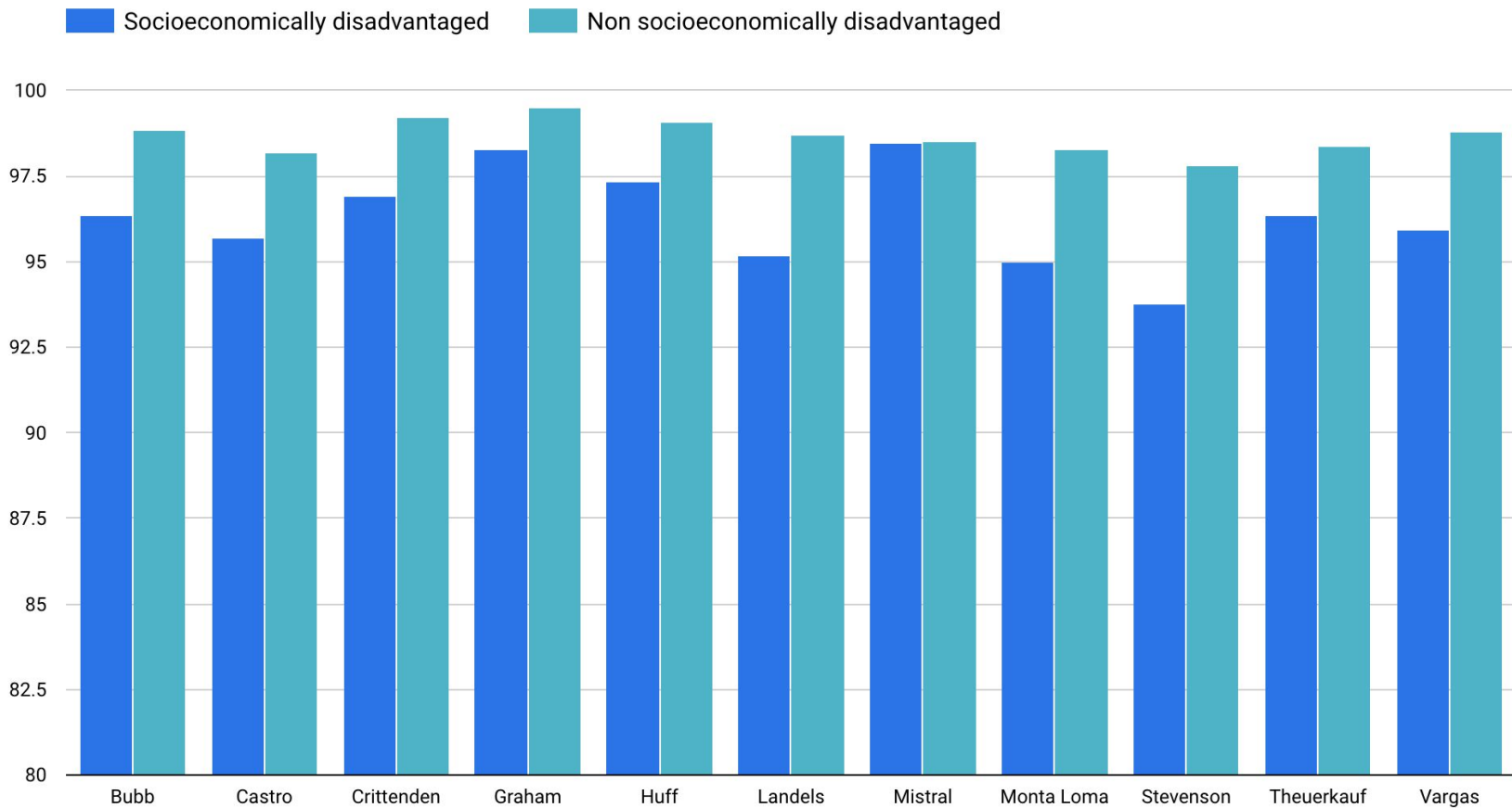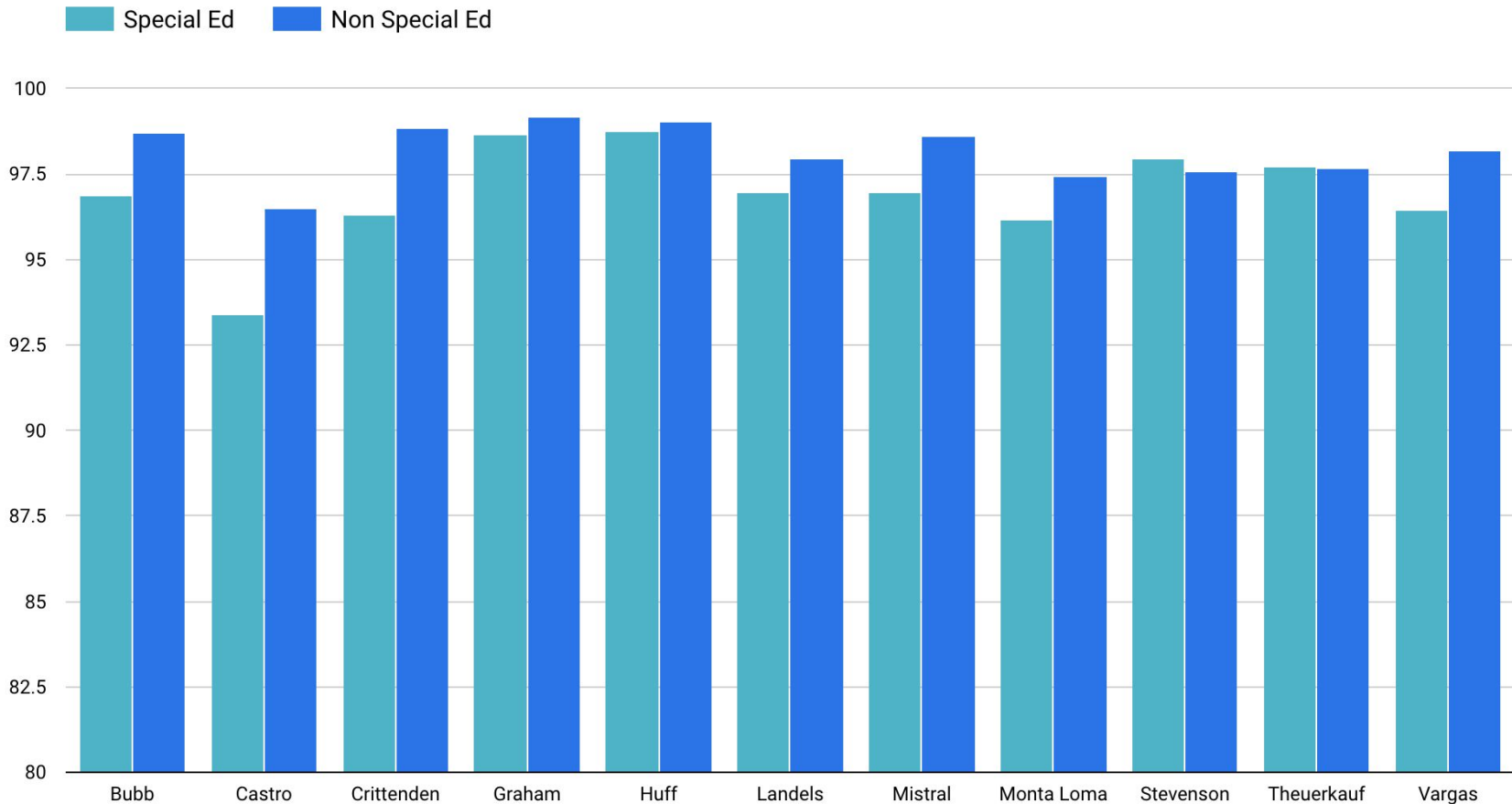
Data highlights

- Reclassified students have the highest level of engagement
- Latino, and English Learners levels of engagement is lower than their peers
- Special Education students at Castro and Socio-Economically Disadvantaged students at Stevenson are below the 95% daily engagement average

Mountain View Whisman School District

Preschool Stage 4:

Distance Learning Data

Access & Supports:

- All students received iPads & Square Panda home playsets
- All students received backpacks w/tools for hands-on engagement during live Zoom instruction
- All students received CSMA Art & Music kits for use during weekly CSMA Zoom sessions
- Access to ReadyRosie for parent engagement (modeled moment videos)
- Weekly Zoom social groups in addition to instruction, led by teachers

Attendance & Participation:

- Decrease in absences during distance learning
  - 4.2% absentee rate for 8/17-12/2
  - 8% for same time period of time in 2019-20
- High levels of parent engagement (sitting w/or near student to provide support, attending conferences, accessing Google classroom, etc)

Metric 3
Professional Learning

Metric 3: Professional Learning

- Professional Development focused on:
  - Technology tools for instruction
  - Enhancing student engagement
  - Using data for student support
  - Bridging learning gaps - sharing best practices
  - Developing academic vocabulary
  - Supporting ELs - Small Group Instruction, RTI
- Ongoing STEM Integration PD for STEAM Teachers, Instructional Coaches, Elementary Site Administrators
- January 4th Professional Learning Day
  - Using multiple devices for instructional delivery
  - Securly Device Monitoring
  - Special Education Staff Training

Mountain View Whisman School District

Metric 3 - EdTech PD video stats

8,378
▶ Views

2,439
↻ Unique Viewers

3,105
⚑ Finishes

62%
◉ Avg. % Watched

Metric 3 - EdTech PD video stats
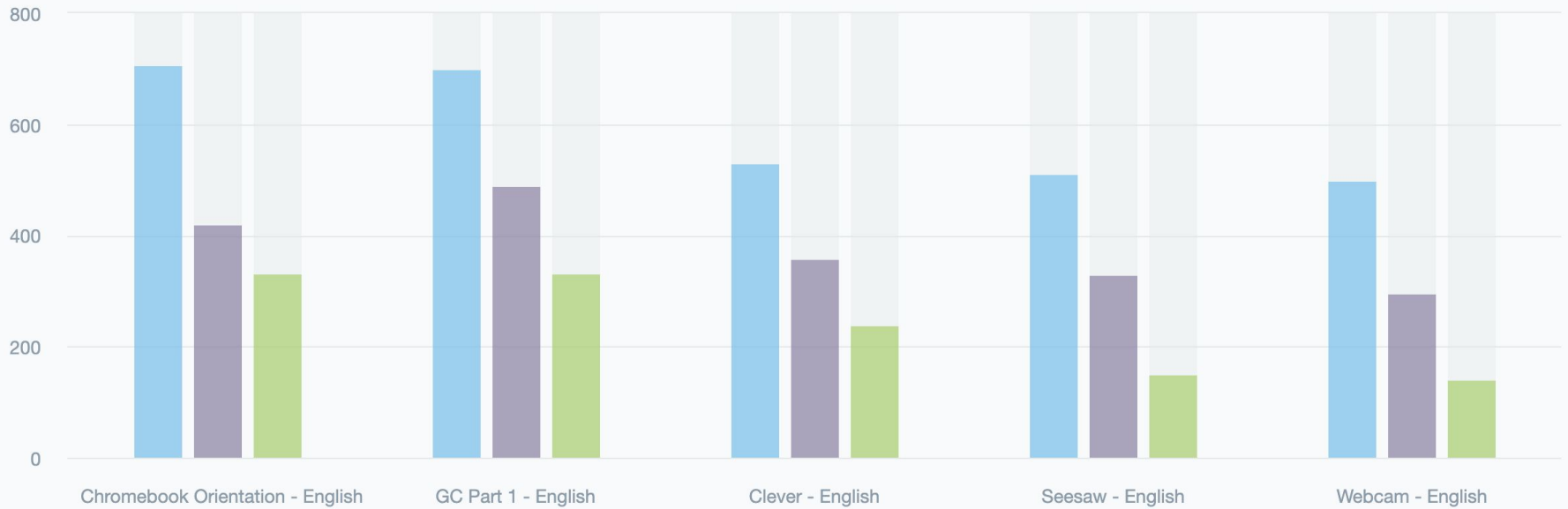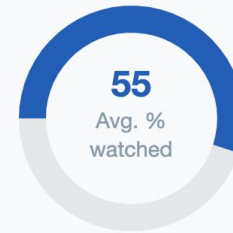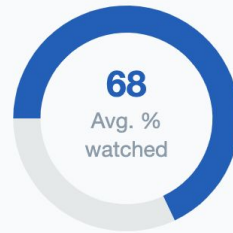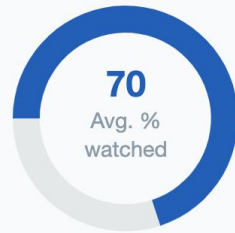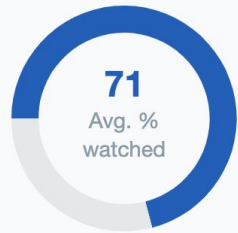
Metric 3 - EdTech PD video stats

Video	Views ⇕	Unique Viewers	Finishes	Avg. % Watched
Chromebook Orie... Uploaded 5 months ago	707	420	331	71
GC Part 1 - English Uploaded 5 months ago	700	490	333	70
Clever - English Uploaded 5 months ago	530	359	238	68
Seesaw - English Uploaded 5 months ago	512	330	150	55
Webcam - English Uploaded 4 months ago	500	297	142	61
GC Part 2 - English Uploaded 5 months ago	477	327	202	69

Mountain View Whisman School District

Metric 4
Assessments / Learning Loss

Multiple Assessment Data Points Across Grade Levels:

- Reading fluency, comprehension skills
  - Literably: Grade 1 onwards
  - Letter Sounds, Phonemic Awareness: K
  - High Frequency Words: K-1
  - iReady : Grades K-8
- Writing Benchmarks: Grades 1-8
- Standards based curriculum, content area assessments
  - Eureka Math - Fluency, Computation, Problem Solving
  - Benchmark Advance
  - TCI - Science, Social Studies

Mountain View Whisman School District

iReady Diagnostic 1 to Diagnostic 2 Comparative Districtwide - Reading

Overall Placement

- **At Risk for Tier 3**
  16% (From 18%)
- **Tier 2**
  20% (From 24%)
- **Tier 1**
  64% (From 57%)

Most Recent

D1

Placement By Domain

PA
PH
HFW
VOC
LIT
INFO
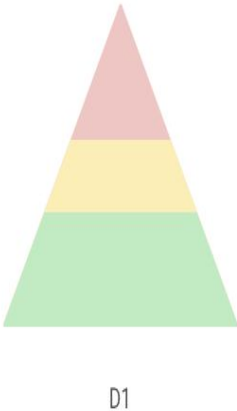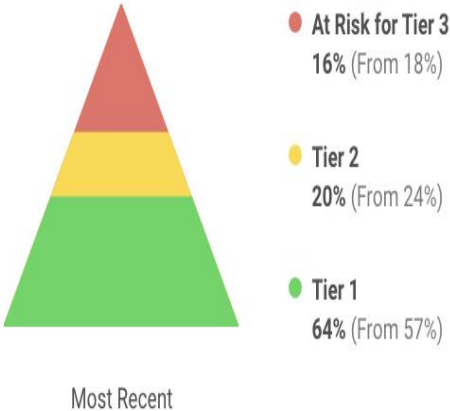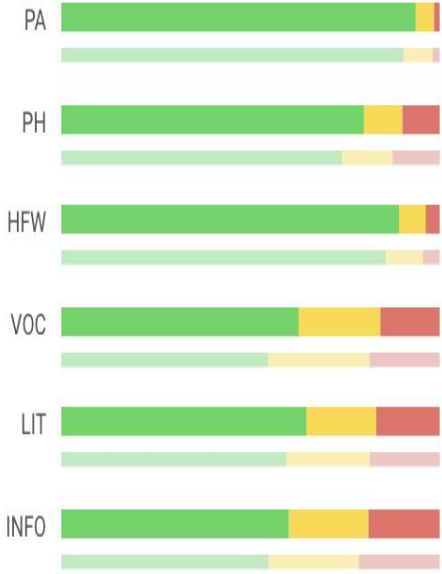
iReady D2 Comparative by Grade and Years - Reading

	On or Above Grade Level		Below Grade Level	
Diagnostic 2	2019	2020	2019	2020
Districtwide	61%	64%	39%	36%
K	N/A	82%	N/A	18%
1st	57%	61%	43%	39%
2nd	62%	65%	38%	35%
3rd	72%	71%	28%	29%
4th	61%	59%	39%	41%
5th	58%	61%	42%	39%
6th	57%	55%	43%	45%
7th	61%	58%	39%	42%
8th	60%	59%	40%	41%

Mountain View Whisman School District

Reading D1 to D2 Subgroup Data

	Diagnostic 1 2020		Diagnostic 2 2020	
	On or Above Grade Level	Below Grade Level	On or Above Grade Level	Below Grade Level
ELs	16%	84%	20%	80%
EO	70%	30%	77%	23%
IFEP	76%	24%	85%	15%
RFEP	52%	48%	58%	42%
SWD	24%	76%	28%	72%
SED	24%	76%	28%	72%

Mountain View Whisman School District

Reading Subgroup Comparative D2 2019 to D2 2020

	Diagnostic 2 2019		Diagnostic 2 2020	
	On or Above Grade Level	**Below Grade Level**	**On or Above Grade Level**	**Below Grade Level**
ELs	11%	89%	20%	80%
EO	76%	24%	77%	23%
IFEP	82%	18%	85%	15%
RFEP	55%	45%	58%	42%
SWD	21%	79%	28%	72%
SED	26%	74%	28%	72%

Reading Growth Report - Change in Tier 1 (% of students at or above grade level)
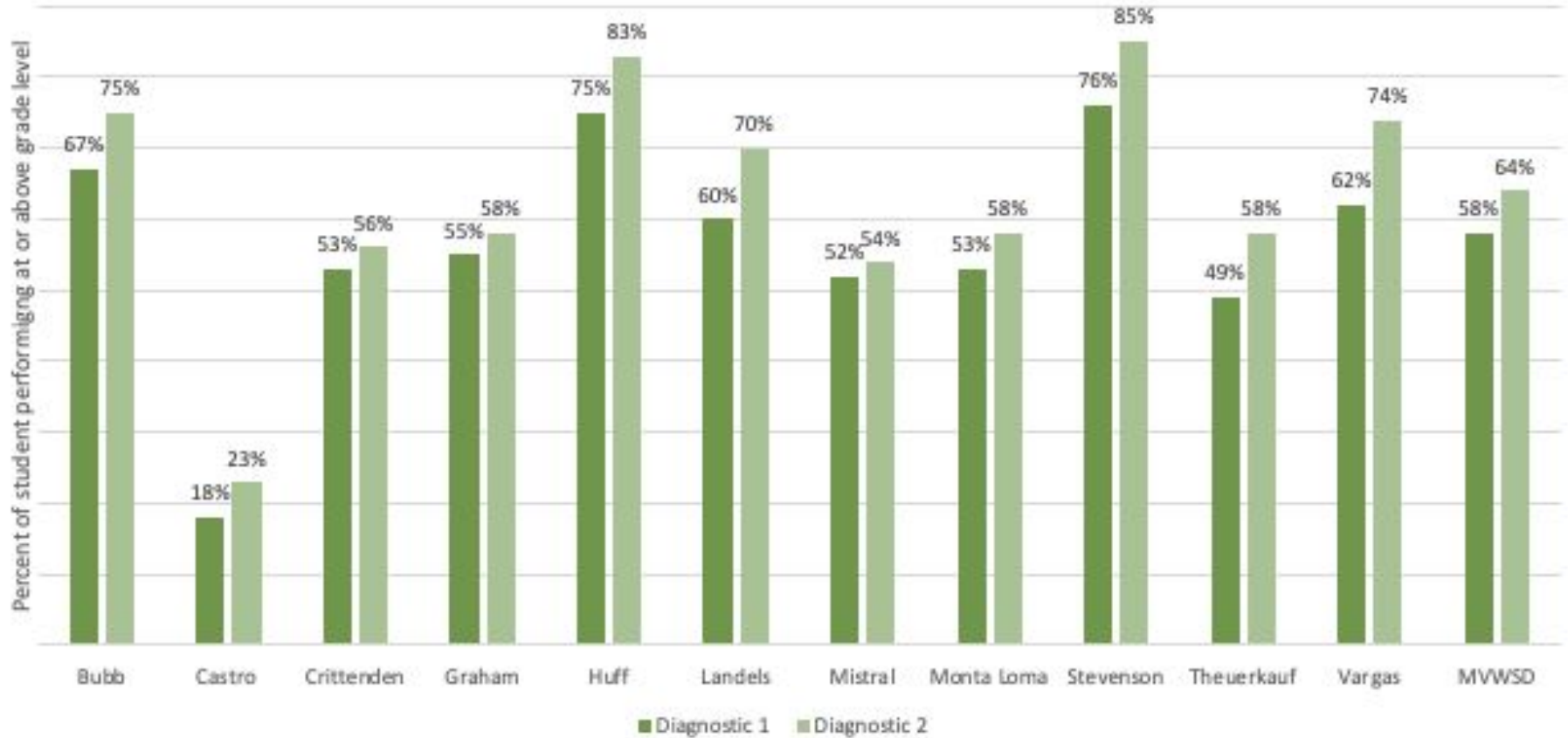
Reading Growth Report - Change in Tier 2 (% of students approaching grade level)
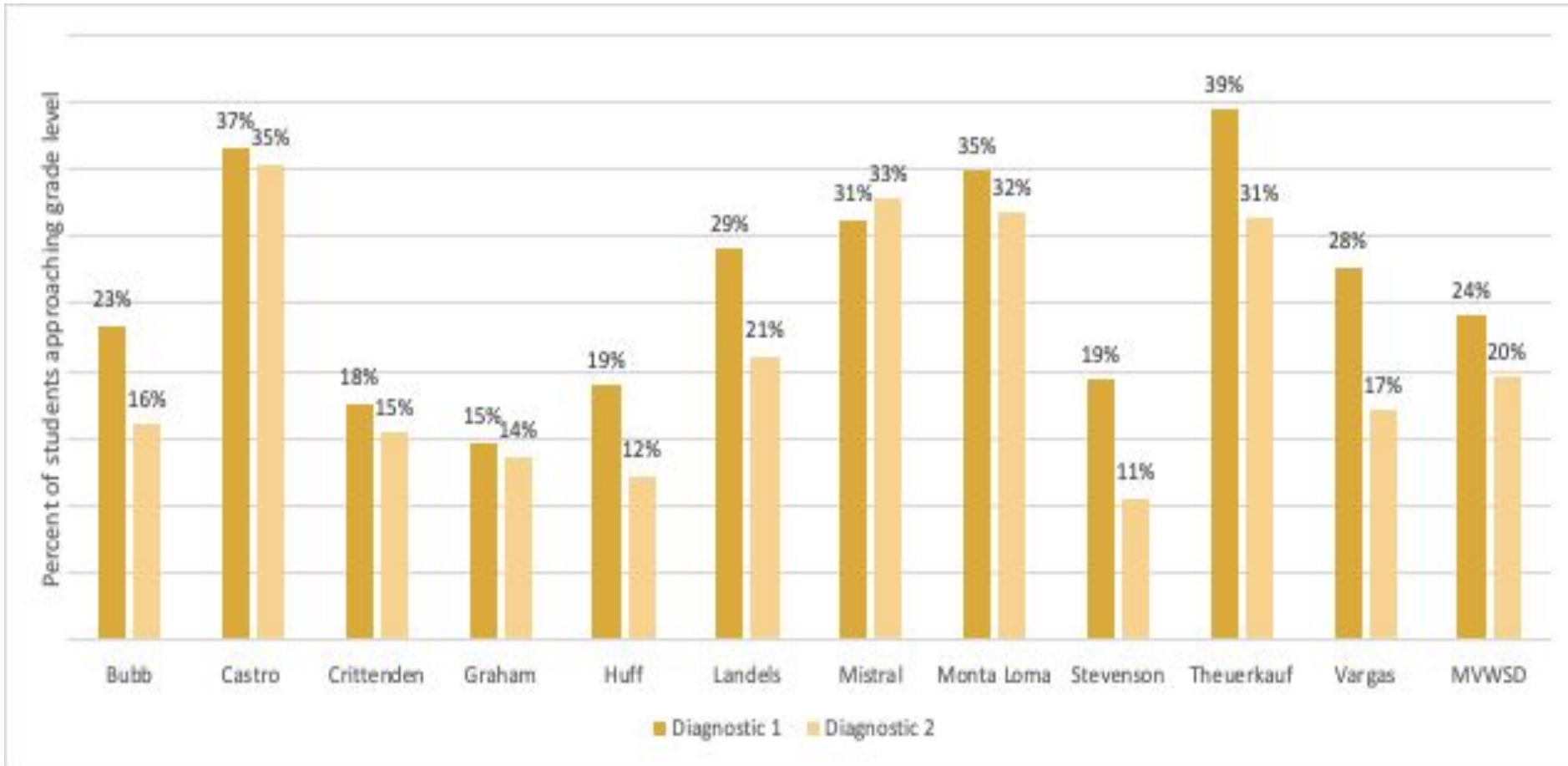
Reading Growth Report - Change in Tier 3 (% of students 2 or more grade levels below)
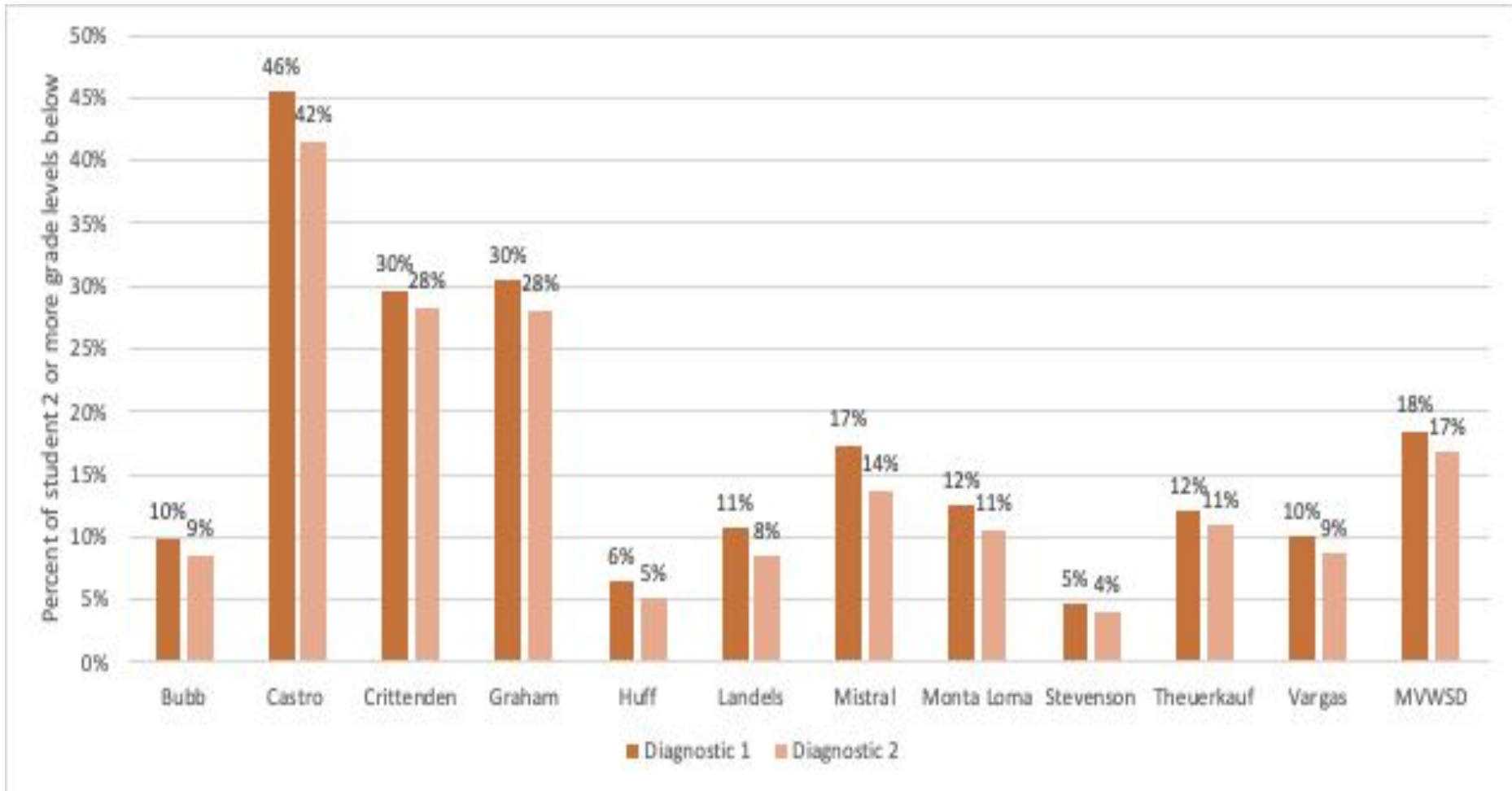
Change of Tiers from D1 to D2 - Reading

Improvement

- 41% went up from T2 to T1
- 21% went up from T3 to T2
- 5% went up from T3 to T1

Status Quo

- 93% of students stayed in Tier 1
- 50% of students stayed in T2
- 75% of student stayed in T3

Regression

- 7% went down from Tier 1 to Tier 2
- 1% went down from Tier 1 to Tier 3
- 9% went down from Tier 2 to Tier 3

Mountain View Whisman School District

Percent of Students with Improved Placement - Reading

	Bubb	Crittenden	Landels	Huff	Mistral	Graham	Vargas	Castro	Monta Loma	Stevenson	Theuerkauf	MVWSD
Diagnostic 2 2019	52%	47%	57%	56%	49%	44%	46%	35%	45%	49%	48%	48%
Diagnostic 2 2020	45%	41%	45%	46%	33%	40%	46%	25%	33%	45%	39%	41%

Mountain View Whisman School District
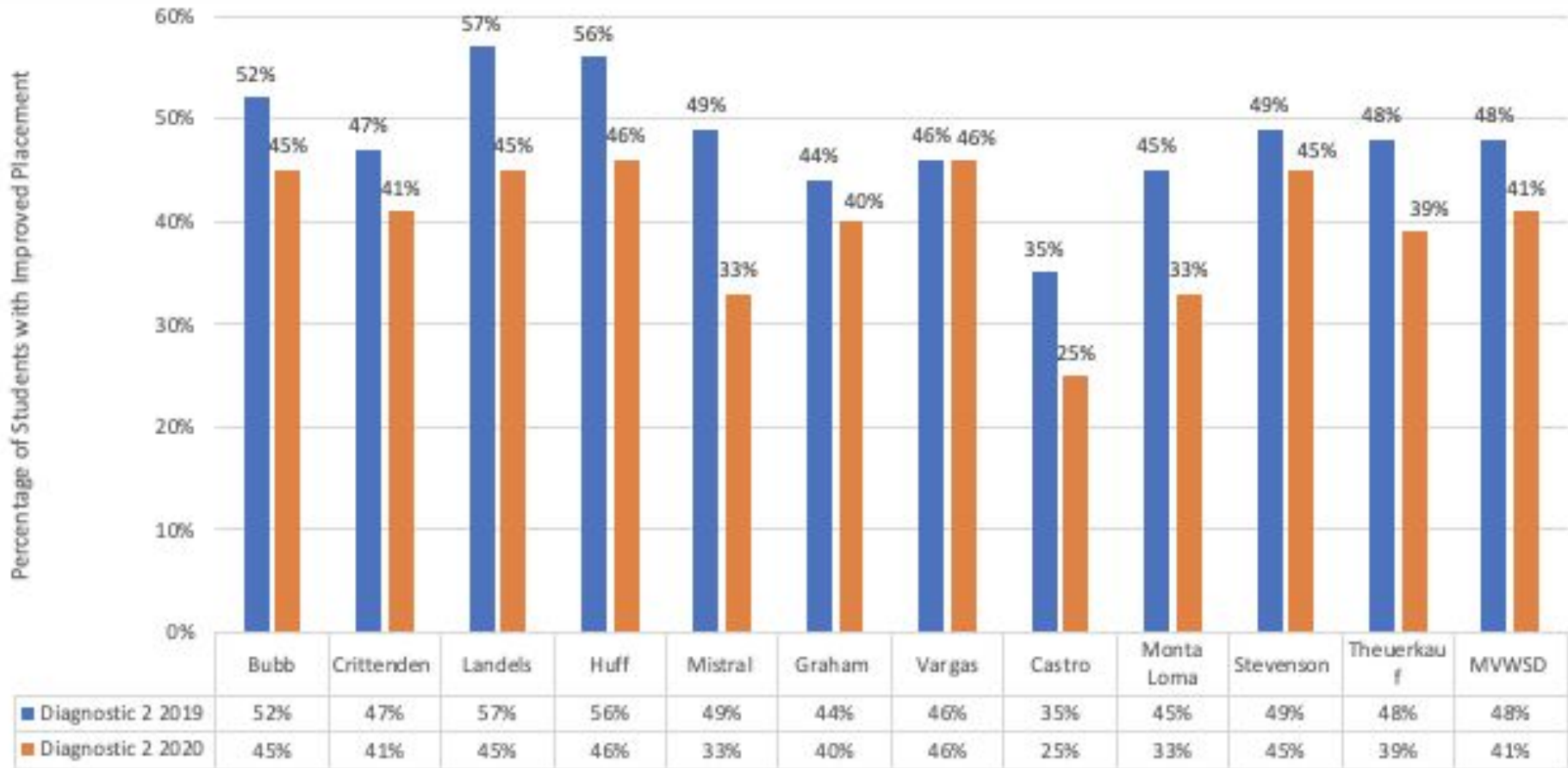
iReady Diagnostic 1 to Diagnostic 2 Comparative Districtwide - Math

Overall Placement

At Risk for Tier 3
16% (From 18%)

Tier 2
27% (From 34%)

Tier 1
57% (From 48%)

Most Recent

D1

Placement By Domain

NO

ALG

MS

GEO
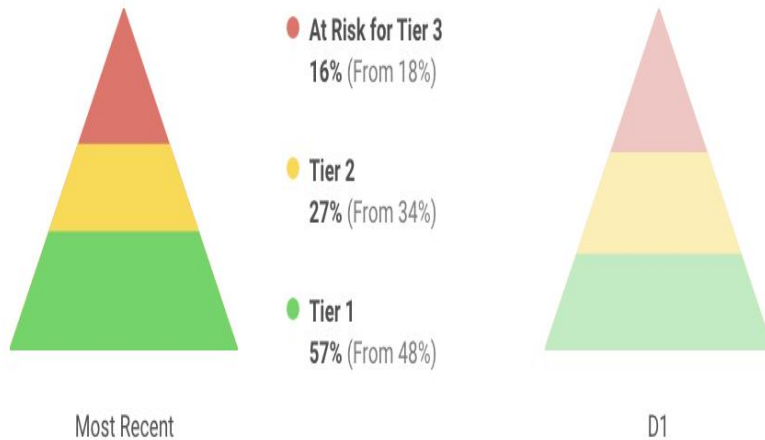
iReady D2 Comparative by Grade and Years - Math

	On or Above Grade Level		Below Grade Level	
Diagnostic 2	2019	2020	2019	2020
Districtwide	57%	57%	43%	43%
K	N/A	72%	N/A	28%
1st	51%	53%	49%	47%
2nd	56%	53%	44%	47%
3rd	57%	56%	43%	44%
4th	59%	53%	41%	47%
5th	65%	58%	35%	42%
6th	56%	58%	44%	42%
7th	54%	54%	46%	46%
8th	55%	53%	45%	47%

Math D1 to D2 Subgroup Data

	Diagnostic 1 2020		Diagnostic 2 2020	
	On or Above Grade Level	Below Grade Level	On or Above Grade Level	Below Grade Level
ELs	14%	86%	19%	81%
EO	58%	42%	68%	32%
IFEP	67%	33%	76%	24%
RFEP	40%	60%	51%	49%
SWD	18%	82%	23%	77%
SED	14%	86%	19%	81%

Mountain View Whisman School District

Math Subgroup Comparative D2 - 2019 to D2 - 2020

	Diagnostic 2 2019		Diagnostic 2 2020	
	On or Above Grade Level	Below Grade Level	On or Above Grade Level	Below Grade Level
ELs	12%	88%	19%	81%
EO	69%	31%	68%	32%
IFEP	78%	22%	76%	24%
RFEP	52%	48%	51%	49%
SWD	20%	80%	23%	77%
SED	21%	79%	19%	81%

Mountain View Whisman School District
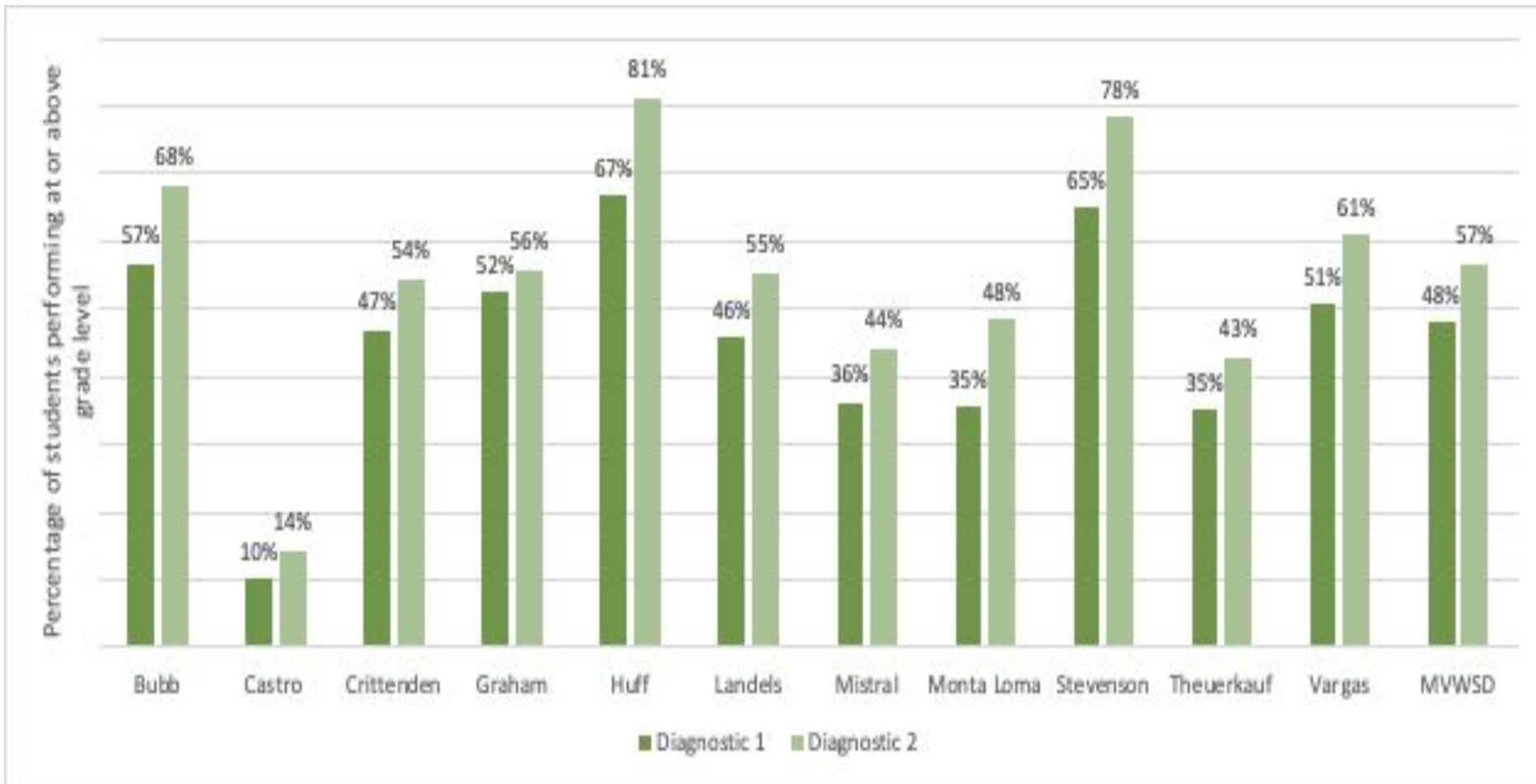
Math Growth Report - Change in Tier 1 (% of students at or above grade level)

Mountain View Whisman School District

Math Growth Report - Change in Tier 2 (% of students approaching grade level)

Mountain View Whisman School District

Math Growth Report - Change in Tier 3 (% of students 2 or more grade levels below)

Mountain View Whisman School District
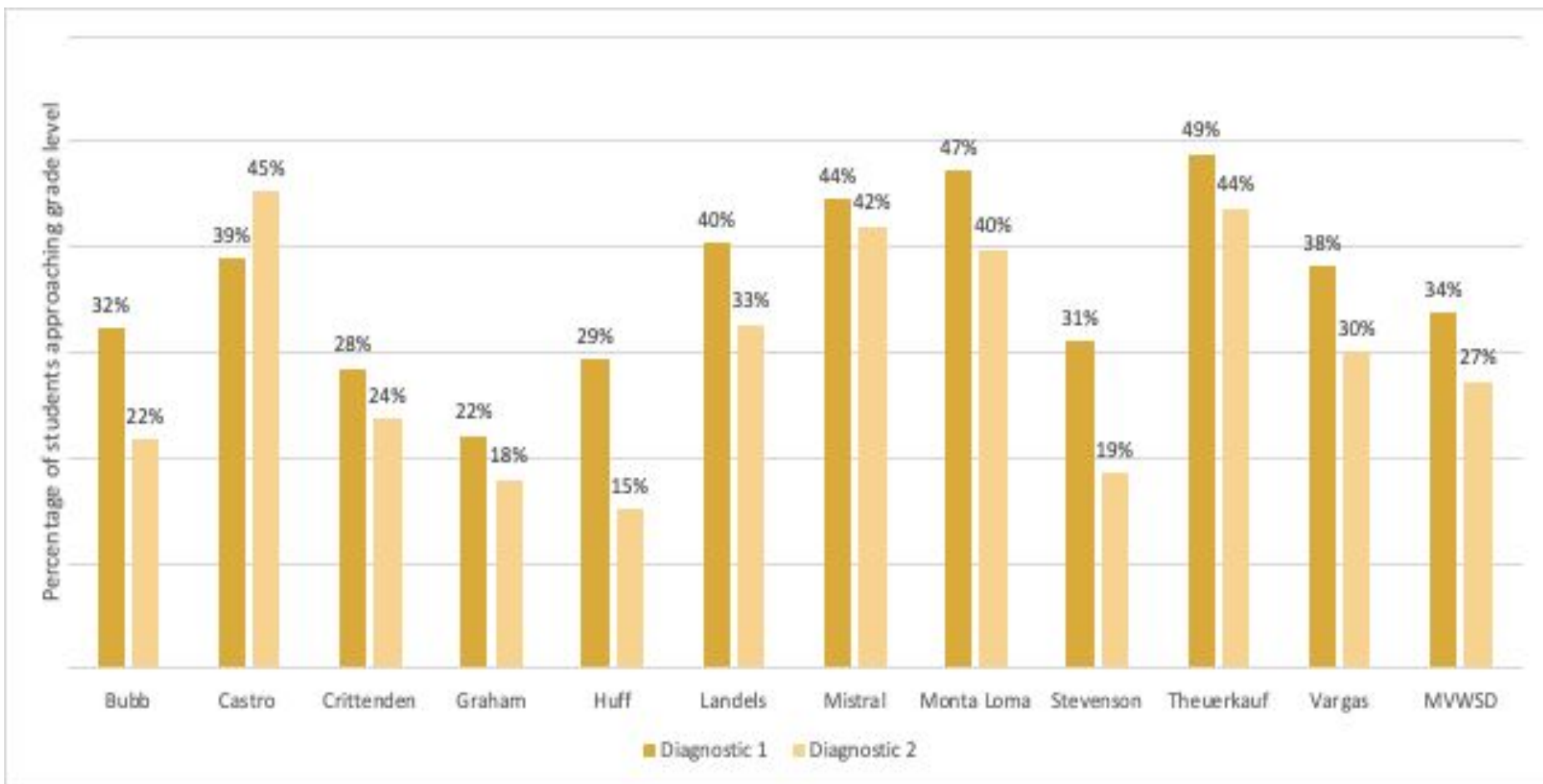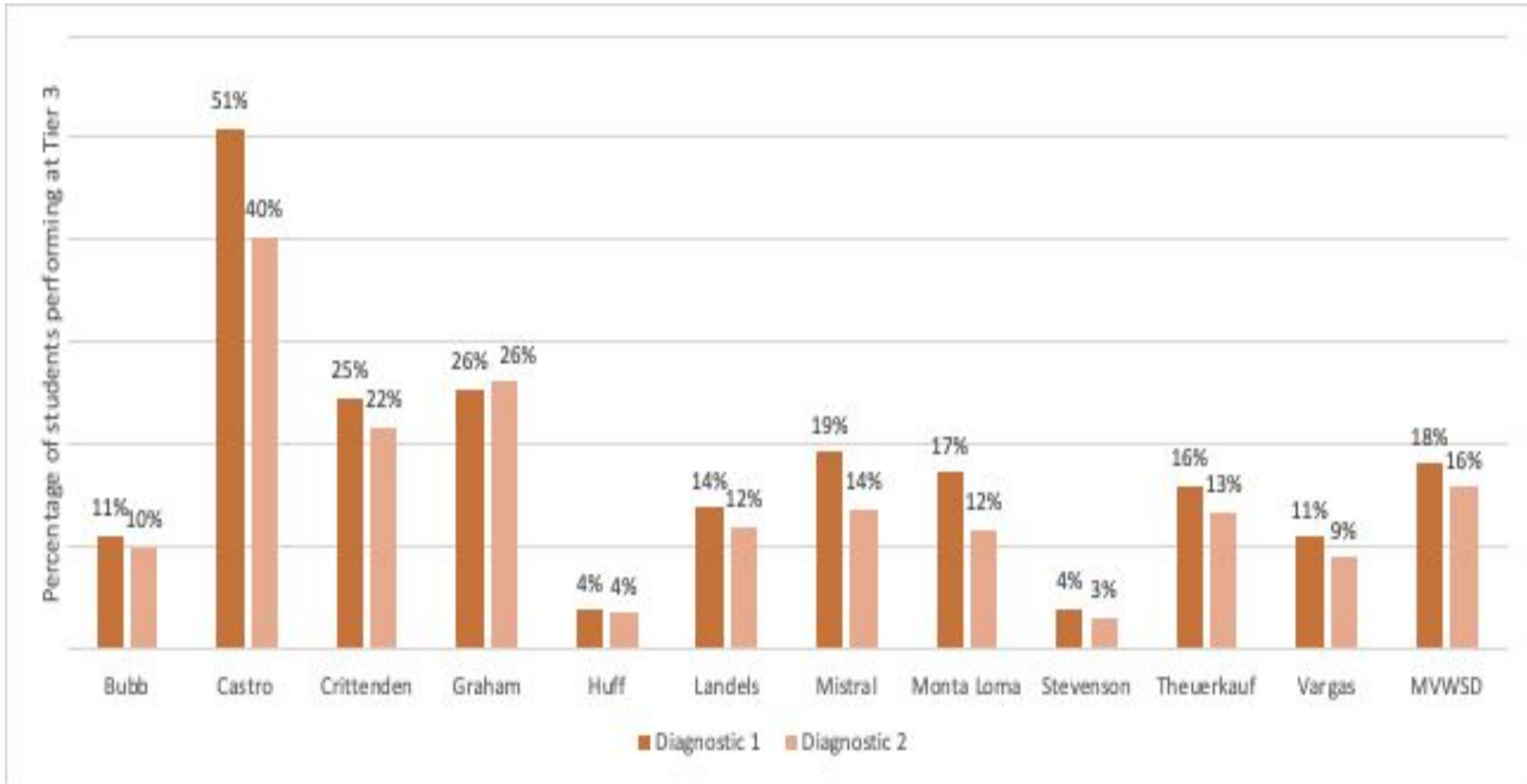
Change of Tiers from D1 to D2 - Math

Improvement

- 37% went up from T2 to T1

- 27 % went up from T3 to T2

- 2% went up from T3 to T1

Status Quo

- 92% of students stayed in Tier 1

- 55% of students stayed in T2

- 72% of student stayed in T3

Regression

- 8% went down from Tier 1 to Tier 2

- 8% went down from Tier 2 to Tier 3

Mountain View Whisman School District

Percent of Students with Improved Placement - Math

	Bubb	Crittenden	Landels	Huff	Mistral	Graham	Vargas	Castro	Monta Loma	Stevenson	Theuerkauf	MVWSD
Diagnostic 2 2019	43%	42%	55%	48%	47%	35%	46%	29%	38%	41%	46%	42%
Diagnostic 2 2020	43%	36%	33%	41%	33%	30%	35%	30%	38%	42%	32%	35%

■ Diagnostic 2 2019   ■ Diagnostic 2 2020

Mountain View Whisman School District
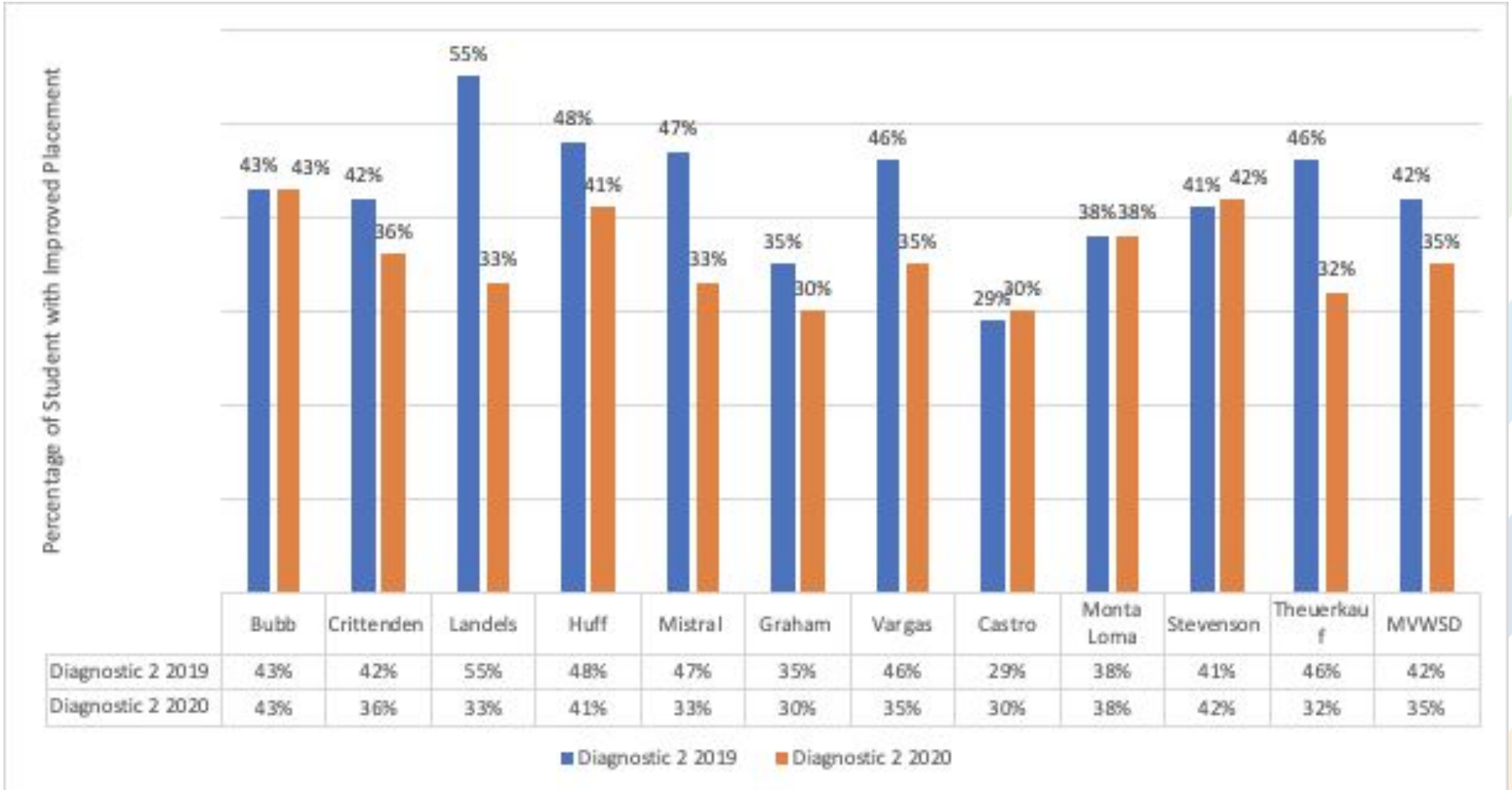
iReady D1 to D2 Math Pathways Data

2020	Tier 1		Tier 2		Tier 3	
	Diagnostic 1	Diagnostic 2	Diagnostic 1	Diagnostic 2	Diagnostic 1	Diagnostic 2
Math 6.1	43%	48%	34%	27%	23%	25%
Math 6.2	100%	99%	0%	1%	0%	0%
Math 7	1%	10%	43%	35%	57%	56%
Math 7.1	62%	73%	34%	26%	4%	1%
Math 7.2	98%	100%	2%	0%	0%	0%
Math 8	2%	5%	24%	28%	74%	67%
Math 8.1	49%	61%	42%	31%	9%	8%
Math 8.2	99%	99%	1%	1%	0%	0%
Grand Total	**52%**	**57%**	**25%**	**21%**	**23%**	**22%**

Preschool Stage 4:

Distance Learning Data

Student Progress:

- Developmental Progress Assessment (DPA)
- DPA is an MVWSD Preschool assessment - 1st assessment in October
- DPA consolidates key data points from the Desired Results Developmental Profile (DRDP) - state mandated assessment
- DPA also serves as a "report card" - shared with parents during conferences and kindergarten teachers of transitioning students

Comparing Trimester 1 Data - Students Meeting or Exceeding Standard

School Year	Identifying Uppercase letters	Identifying Lowercase letter	Identifying Letter Sounds	Rote counting 0 - 20	Counting objects 0 - 20	Identifying numbers 0-20
2019-20	26%	16%	9%	69%	41%	13%
2020-21	62%	46%	25%	83%	64%	34%

Mountain View Whisman School District

Summary - Reading

- Overall students have made growth in reading from Diagnostic 1 to Diagnostic 2 in 2020-21
- Overall more students are on or above grade level in December 2020 (64%) as compared to December 2019 (61%)
    - Results for individual grade levels are mixed with some making growth (1% - 3%) and some regressing (1% - 3%)
- All subgroups made improvement in reading from Diagnostic 1 to Diagnostic 2 in 2020-21 as well as compared to December 2019
- The percentage of students with improved placement has regressed from December 2019 (48%) to December 2020 (41%)

Summary - Math

- Overall students have made growth in Math from Diagnostic 1 to Diagnostic 2 in 2020-21

- Overall the same number of students are on or above grade level in December 2020 (57%) as compared to December 2019 (57%)

    – In year to year comparisons, we see grade levels regressed in math (1% - 7%) with the exception of 6th grade

- All subgroups made improvement in math from Diagnostic 1 to Diagnostic 2 in 2020-21

- The percentage of students with improved placement has regressed from December 2019 (42%) to December 2020 (35%)
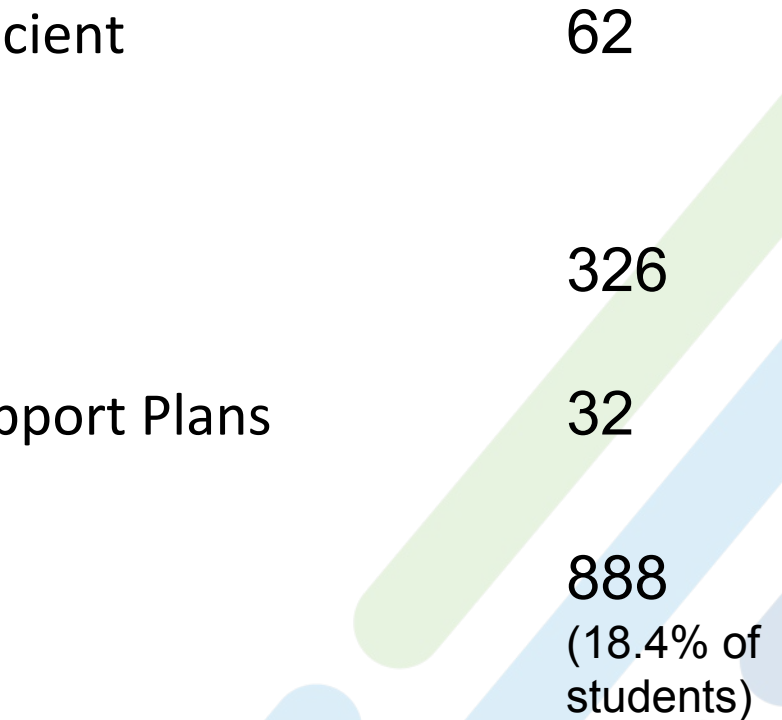
Metric 5
Special Populations

English Learner Reclassification and RFEP Monitoring

Students Reclassified as English Proficient Aug-Dec 2020	62
RFEP students progress monitored	326
RFEP students who need Student Support Plans	32
Current English Learners	888 (18.4% of students)

Metric 5: Special Needs

% Students with 504s	3.63%
% Students with IEPs	11%
Requests for Initial Referrals	30

Number of students have left public school to attend:

Charter School	2
Homeschool	8
Private	6
Total District Students	4687

Metric 6
Student Supports

Metric 6: Social & Emotional Support

	# total students as of 10/16	#SCEF/ARIS contacts since 10/16	# TOTAL students on official Re-Engagement List	# of ACTIVE students on official Re-Engagement list?	# students active on site-based Participation Improvement list(s)	# re-engagement/ participation students due MAINLY to internet issues	total # of CHAC referrals since 8/17	# new CHAC referrals since 10/16
McKV	247	37	NA	NA	NA	NA	NA	NA
BB	384	28	5	2	2	0	1	1
CA	311	331	6	2	36	2	35	10
CR	592	516	59	5	54	0	18	8
HU	469	55	2	1	4	0	11	3
GR	855	302	32	6	88	6	38	6
LA	416	96	11	5	10	0	11	8
MI	353	104	1	0	20	1	28	6
ML	279	207	2	2	3	1	0	0
ST	423	27	1	1	3	0	8	5
TH	301	203	2	0	3	1	4	1
VA	313	93	7	1	6	0	12	4
Totals	**4696**	**1999**	**128**	**25**	**229**	**11**	**166**	**52**

Mountain View Whisman School District

Metric 6: Social & Emotional Support

Staff have checked in on approximately 43% of all students

Student CHAC Referrals: 166

Less than 1% (25) of all students are on our active reengagement list

Uplift (Community Organization that provides mental health supports for kids): 47

Teachers requesting / engaged in interactive process: 77

Mountain View Whisman School District

Metric 6: Technology - Support Requests

Incident Status 8/1/2020- 12/16/2020

Awaiting Problem = 22
Awaiting User Info = 35
Resolved = 75
Active = 75
Closed = 2,722

- Closed = 2,722 (92.93%)
- Active = 75 (2.56%)
- Resolved = 75 (2.56%)
- Awaiting User Info = 35 (1.19%)
- Awaiting Problem = 22 (0.75%)
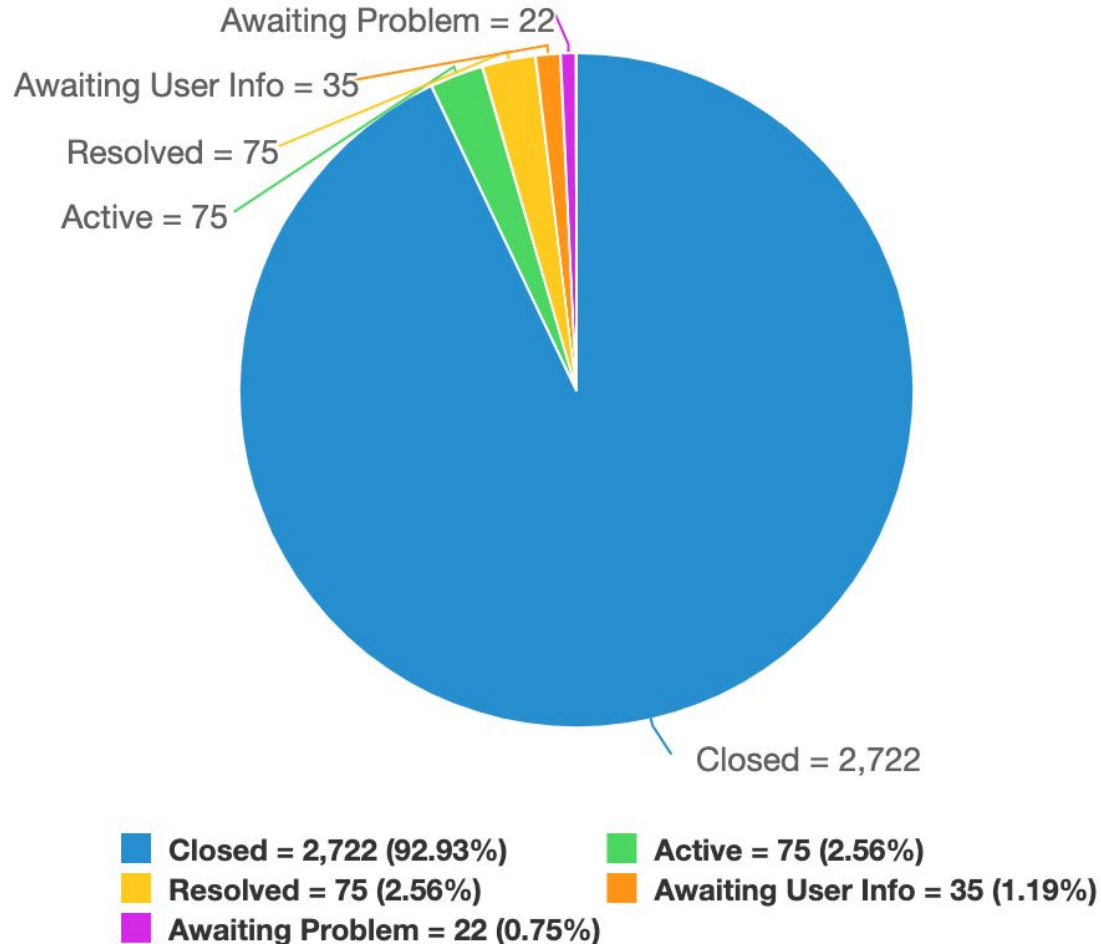
Metric 6: Technology - Support Requests

Incidents Created Since 8/1/2019
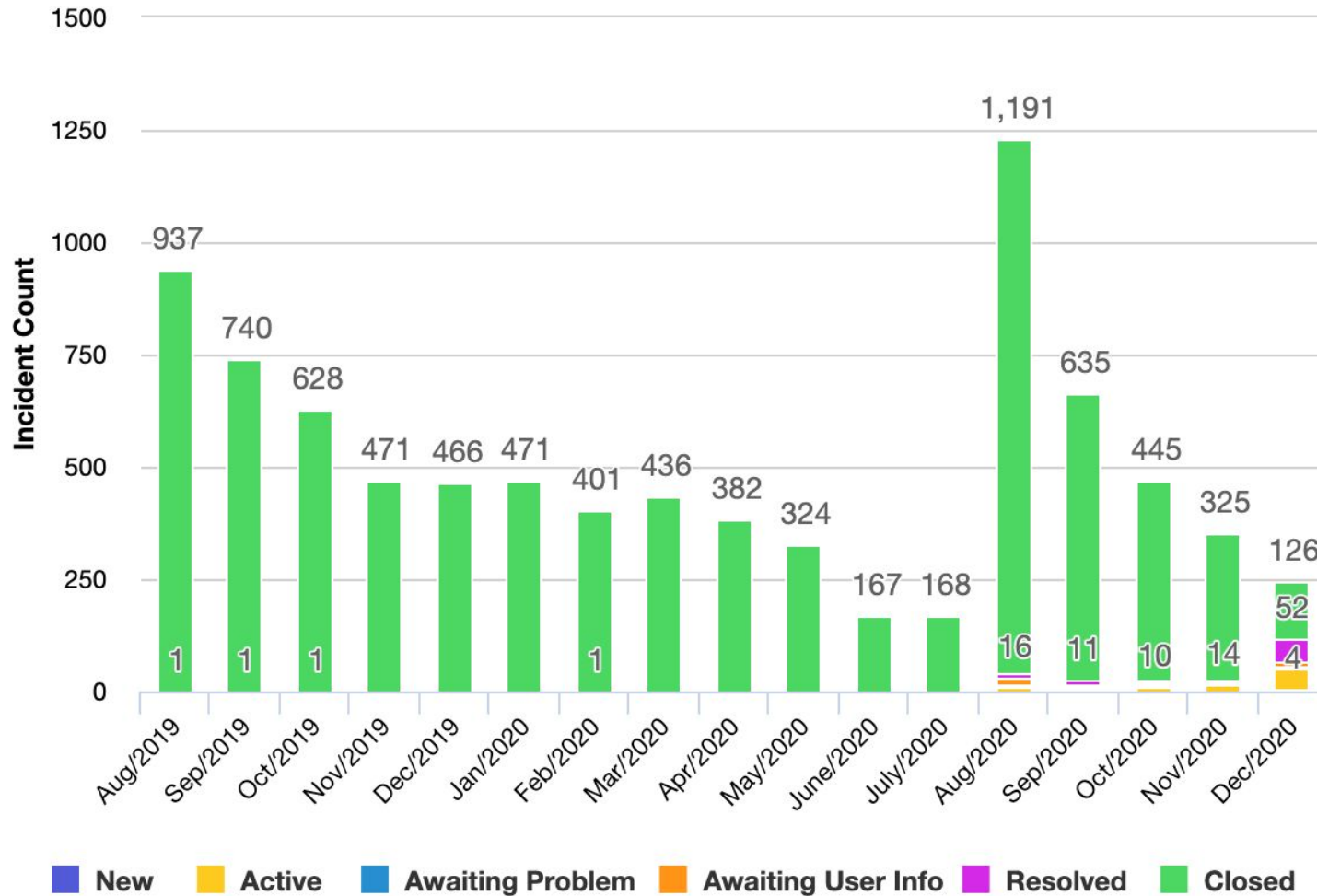
Metric 6: Technology - Customer Satisfaction Survey

How satisfied are you with your overall service experience?

Average = 6
Unhappy = 8
Just Ok = 12
Fine = 15
Happy = 70
Delighted = 210

Delighted = 210 (65.42%) Happy = 70 (21.81%) Fine = 15 (4.67%)
Just Ok = 12 (3.74%) Unhappy = 8 (2.49%) Average = 6 (1.87%)
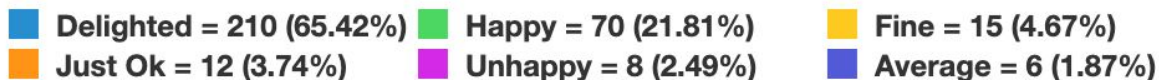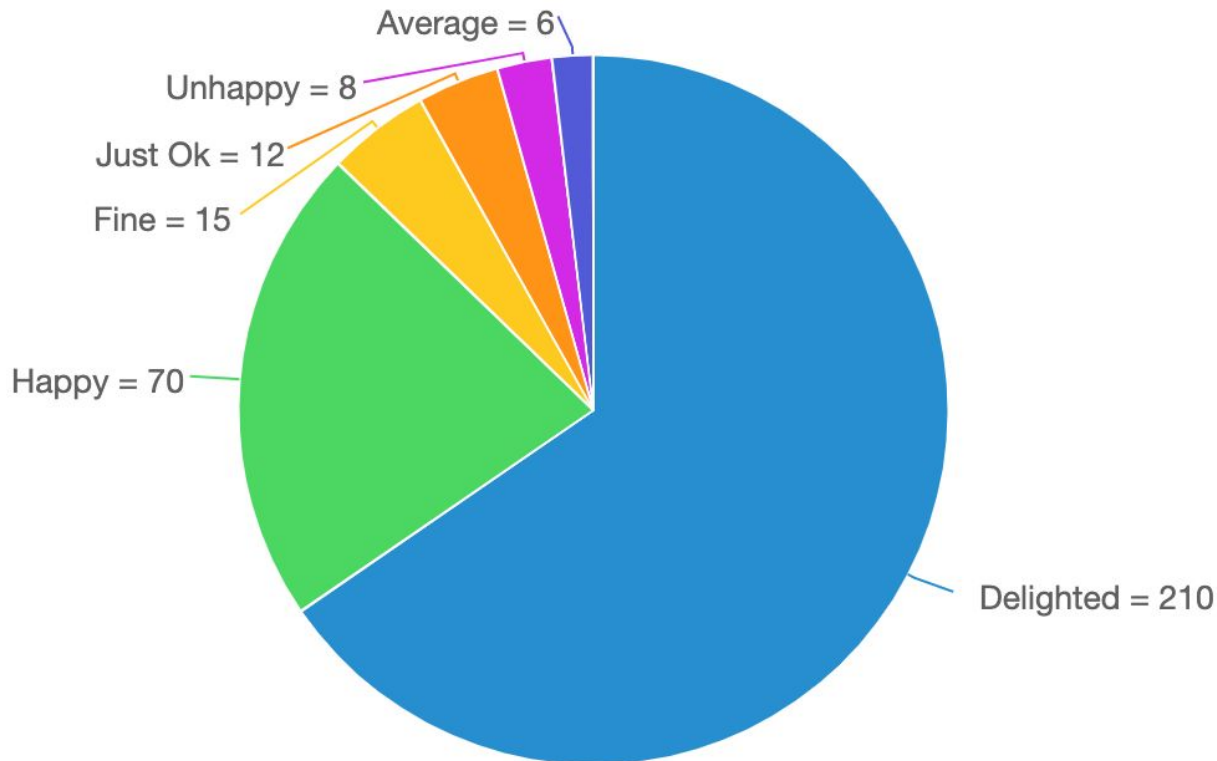
Metric 6: Technology - Customer Satisfaction Survey

How satisfied were you with the response time to your incident?

Unhappy = 5
Average = 10
Just Ok = 16
Fine = 20
Happy = 73
Delighted = 189

Delighted = 189 (60.38%) Happy = 73 (23.32%) Fine = 20 (6.39%)
Just Ok = 16 (5.11%) Average = 10 (3.19%) Unhappy = 5 (1.6%)
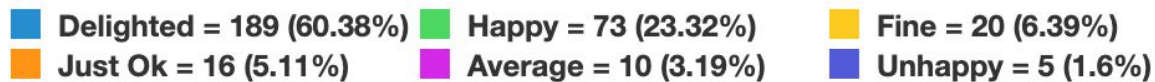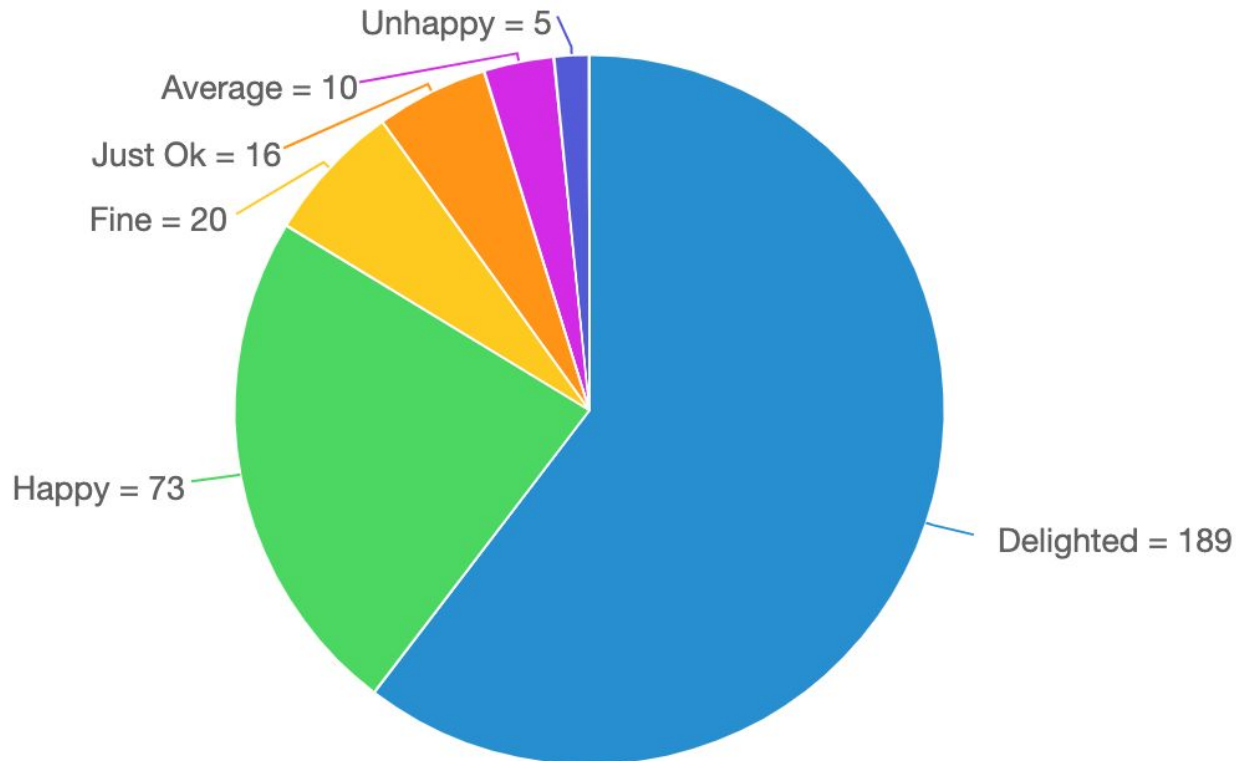
Learning Support Pods

- Operated by YMCA and Right At School
- Pod Locations: Castro/Mistral, Crittenden, Graham, Vargas, District Office
- Students invited as of Jan 15: 331*
- Students enrolled as of as of Jan 15: 134

*through three rounds of a rolling invitation and registration process

Child Nutrition Meal Counts

- In the month of December we served 19,844 breakfasts and 20,462 lunches to children in Mountain View.
    - These numbers are lower then we would typically serve during the school year.
    - Neighboring districts are seeing similar patterns.

Mountain View Whisman School District

Metric 7
Family / Community Engagement

Parent Education and Support

Parent University sessions and attendance

Date	Topic	Attendance
8/12	Mental Health Resources	115
8/13	Distance Learning Resources	225
9/9	Supporting Reading at Home	122
10/7	Raising Digitally Resilient Children	62
11/18	Supporting Math at home	78

Metrics of recent communications

- Community check-ins, cafecitos, and new student information nights
- Reaching more people by zoom then we did with in-person meetings before COVID

Superintendent's meetings and parent participants since August
Check-ins
August 7, 3:30 pm
August 21, 3:30 pm
Sept. 4, 3:30 p.m.
Sept 18, 3:30 p.m.
Oct. 2, 3:30 p.m.

Oct. 23, 3:30 p.m.
Nov. 20, 3:30 p.m.
Dec. 11, 3:30 p.m.
Coffees
Sept. 3, 9:30 am Stevenson
Cafecitos
Wednesday, Sept. 23, 5:30 p.m.
Thursday, Dec. 3, 5:30 p.m.
Wednesday, Jan. 13, 5:30 p.m.

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Social media

Since last year: Posts and fans are up (Nov 2019 v. Nov 2020)
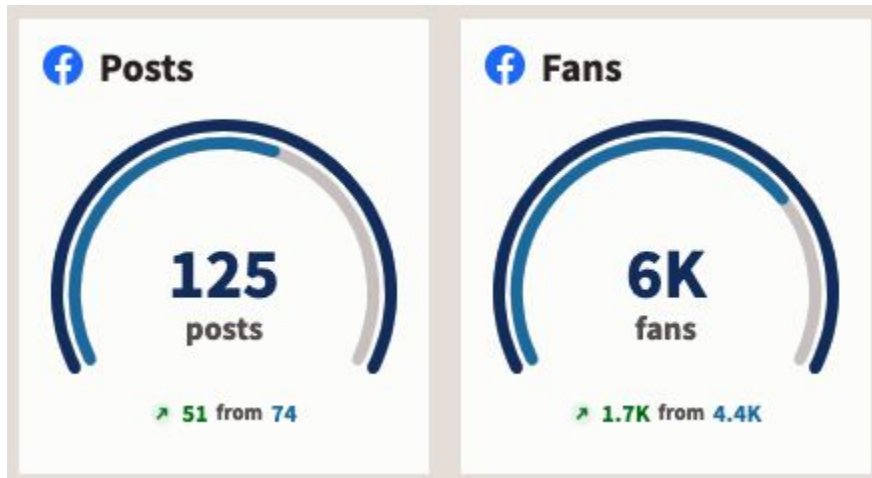
Shortview: Aug/Sep v. Nov/Dec

People are engaging more as school year goes on (reactions, shares, comments)

Mountain View Whisman School District

Social media

And fans are steadily increasing

(other districts are seeing a reduction)
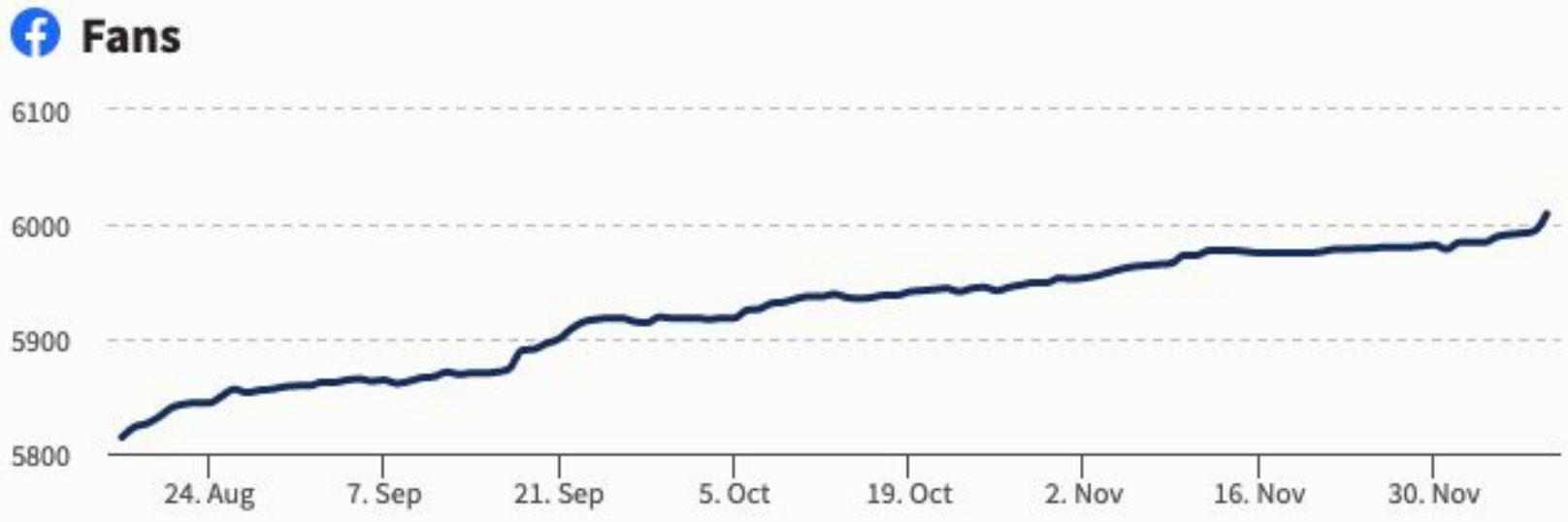
Initial thoughts and other data points

Enrollment data

	May 2020	June 2020	July 2020	August 2020	August 31	Sept 4	Sept 24	Oct 5	Dec 9	Jan 11
Bubb	453	447	442	436	394	387	387	387	383	382
Castro	323	321	327	315	303	306	307	307	310	307
Huff	518	520	525	521	497	492	485	481	467	464
Landels	489	481	478	465	437	435	431	428	416	412
Mistral	400	397	382	384	372	367	359	359	353	349
Monta Loma	309	307	304	292	284	284	283	287	280	278
Stevenson	444	438	430	447	432	432	432	432	422	435
Theuerkauf	351	348	344	329	314	313	304	304	297	294
Vargas	391	386	377	357	336	334	329	326	312	305
Crittenden	617	612	610	609	604	601	601	600	592	589
Graham	882	882	880	880	862	863	861	858	855	851
	5177			5035	4835	4814	4779	4769	4796	4666

Meals Distribution

- During Distance Learning, free meals are available to all children in Mountain View that are age 18 and younger.
- No ID is required
- Locations: All schools, except Stevenson (pickup for Stevenson is at Theuerkauf).
- Multiple day pickup is available at Graham Middle School
  - Monday: Pick up for four days
  - Friday: Pick up for three days
- Meals are also distributed to Moffett Field

Budget Highlights Due to COVID

- CARES funds in the amount of $2,904,725 have been committed.
  - Purchase of PPE such as masks and face shields
  - Touchless faucets, paper towel dispensers, and soap dispensers.
  - Technology purchases - hotspots and Chromebooks
- Increased support to Food Services of $1.5 M total
- Increased support to Preschool $784K total
- Learning Pod cost $1,116,000 total

Distance learning vs. Blended Learning

	Distance Learning (%)		Blended or Hybrid (%)			
Bubb Elementary School Total	51.11%	184	48.89%	176	100.00%	360
Castro Elementary School Total	43.33%	130	56.67%	170	100.00%	300
Crittenden Middle School Total	52.09%	262	47.91%	241	100.00%	503
Graham Middle School Total	45.69%	323	54.31%	384	100.00%	707
Huff Elementary School Total	47.19%	218	52.81%	244	100.00%	462
Landels Elementary School Total	43.24%	179	56.76%	235	100.00%	414
Mistral Elementary School Total	34.93%	117	65.07%	218	100.00%	335
Monta Loma Elementary School Total	42.08%	109	57.92%	150	100.00%	259
Registration School Total	100.00%	3			100.00%	3
Stevenson Elementary School Total	58.02%	235	41.98%	170	100.00%	405
Theuerkauf Elementary School Total	46.82%	125	53.18%	142	100.00%	267
Vargas Elementary School Total	55.27%	173	44.73%	140	100.00%	313
Grand Total	**47.55%**	**2058**	**52.45%**	**2270**	**100.00%**	**4328**

- 47.55% of parents are requesting Distance Learning
  - 450 students, whose parents did not respond, will be placed in Distance Learning
  - ~50 parents have since requested a new placements

Mountain View Whisman School District

Staff Survey Responses about Returning

	% Ready to Return	% Not Ready to Return
Teachers - Preschool	23%	77%
Teachers TK/K	60%	40%
Teachers 1-8	54%	46%
Teachers - Special Education	60%	40%
Classified Staff	70%	30%

Mountain View Whisman School District

Interactive Process Meetings

The interactive process is an opportunity to hear the concerns of each employee and research reasonable accommodations regarding each employee's personal situation

	Number of meetings held	Number of staff with a medical note	Number of staff who met because they feel uncomfortable returning
Certificated Staff	77	36	39
Classified Staff	12	4	8

Substitutes

Total number of active substitutes for the 2020-21 school year	Number of substitutes only working on Wednesday to support CSMA classes	Number of substitutes not willing to work in a virtual setting	Available Daily Subs
30	5	8	17

	August	September	October	November	December	January-February	March-May
Long Term Absences	2	9	7	5	5	10	8
Highest number of individual daily absences	7	5	9	8	7		
Total number of substitutes needed to cover classes in one day	9	14	16	13	12		

Substitute Coverage

- Most substitutes work in multiple districts
- Substitutes may choose if/when they want to work
- Hosted a substitute fair to increase our substitute pool
  – Interested applicants are struggling to meet the requirements to apply for a substitute permit due to closures at CBEST testing centers

Updated Guidance from State

In person grant - Gov. Newsom's proposal

- ## $2 Billion in one-time funds*
  - $450 or $337.50 base grant per 2020-21 ADA (depending on application date), augmented for grade span adjustment and 2020-21 LCFF supplemental and concentration grant percentages (with alternate amounts for NSS) (up to approx. $500-$800 per pupil)

*subject to legislative approval

Updated Guidance

Under Purple Tier -

– Schools serving students in grades K-6 may not reopen for in-person instruction in counties with adjusted CR above 25 cases per 100,000 population per day.

- Santa Clara County adjusted CR is 40.4 per 100K.

Red, Orange or Yellow Tiers -

Schools may reopen at all grades

Vaccination update

- Phase 1B- Tier 1, with "those at risk of exposure at work in the following sectors: education, childcare, emergency services, and food and agriculture."

- There is no known date for Phase 1B-Tier 1 currently.

  – CDPH is in the process of developing further direction for healthcare providers and counties related to the groups included in Phase 1B and 1C.

Considerations for Reopening

Stage 3

Targeted Reopening

🕐 Full Day

A   **B**
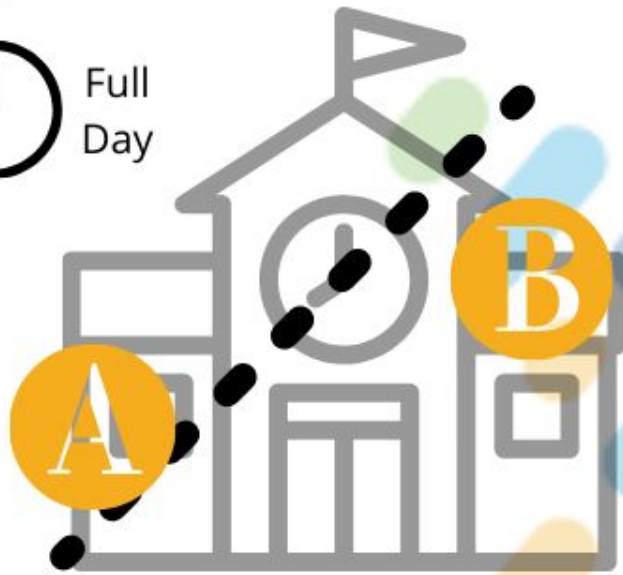
In-Person 2 days

Limited Class Size

Health Screening

Virtual 3 days

Asynchronous learning with Virtual Teacher

2 x 30 minute check-ins with Classroom Teacher

ALL VIRTUAL OPTION

Includes ALL OF THE ABOVE + lessons from Virtual Learning Team

Parameters

School site reopening plans must adhere to:

- COVID-19 safety guidelines (Return to Learn plan)
- District MOUs with teachers and staff
- Senate Bill 98
- Senate Bill 820 (passed Aug 31st)
- MVWSD expectations for instructional quality and contacts.

Sites' planning process

- School plans required by County for reopening
- Informed by MVWSD's Return to Learn plan
- October - December; Principals worked with cabinet and each other on site-specific plans
- December- January 4: Comments and revisions
- January 15: All schools post plans online

Learning Options Registration Surveys

Choices:

"Connected" 100% Distance Learning

"Blended" Hybrid In-Person/Distance Learning

Results:

- 4328 students' parents participated (about 92% of all students)
- 47% want DL in Red tier
- Drops to 29% in Orange tier
- 19% of parents identified as essential workers (opted for 4-day in-person)
- Clearly heard from parents that they wanted to stay with current teacher

Mountain View Whisman School District

Learning Options - What's changed

Connected/ 100% Distance Learning

Blended/Hybrid = Distance and In-Person

- Guarantee 4 days live instruction for both groups (face to face, or distance)
  - Taught simultaneously by current classroom teachers using computer, Zoom and iPad
  - Students in the classroom with the teacher will participate in and view instruction online as if they were at home. Teacher cannot come within 6 feet of in-class students
  - Allows students to keep their teachers, in most cases

If more than 16 students per class want in-person learning, class will switch from 4-day to 2 days (Cohort A&B) in-person.

Learning Options

Connected/ 100% Distance Learning

- Four days of live instruction per week at home, online.
- Wednesday is asynchronous day.
- Regular check-ins with teachers
- Instruction, small group support and activities daily.

Blended/Hybrid = Distance and In-Person

- At school in person learning either two days or four days a week, depending on class-size.
  - The remaining 2 days (if applicable) would be at home with live instruction online.
- Wednesday is asynchronous day.
- Regular check in with teachers.
- 6 foot social distance guidelines.
- 16 students maximum per class.
- Facemasks required for all students and staff members at all times (except eating or drinking)
- No visitors or volunteers
- No bussing
- In- Person school could be moved to Distance at anytime depending on health of staff/students

Mountain View Whisman School District

Reopening: Preschool Learning Options

Survey:

- Phone survey completed in September
- New students surveyed during enrollment

Choices:

"Connected" 100% Distance Learning

- 5 days per week
- part-day (1.5 hours)

"At School" In-Person

- 5 days per week
- part-day (3 hours) or full-day (7 hours)

Results:

- Current data with updated choices: 49% Connected and 51% At School

Preschool Stage 3:
Option A "At School" OR Option C "100% Distance"

Option A: At School

- Locations: Latham & Theuerkauf (1 full- & 1 part-day session at each site)
  - AM part-day sessions only, no double sessions to avoid staff mixing cohorts
  - GR families selecting Option A will be moved to TH (currently 6 students)
- Maximum class size 12 students, 3 staff (1 Teacher, 2 IA's)
  - Staff must maintain 6 ft from each other
- Full- or Part-day instructional schedule similar as typical school year
  - Large and small groups instruction, outdoor play (no shared materials)

Option C: 100% Distance:

- Live instruction 5 days per week, part-day (1.5 hours)
- Daily Large and Small group instruction
  - Math, Language & Literacy, Music & Movement
- Weekly Google Classroom posts
- Additional small group or 1:1 learning sessions as needed

Mountain View Whisman School District

Understanding the inherent risks…

Phased reopening….

Reopening will occur in phases:

Group 1: PrK, K, 1st, SAI/SDC

Group 2: 2nd, 3rd grades

Group 3: 4th, 5th, 8th grades (8th can't open in purple tier)

Group 4: 6th grade

Group 5: 7th grade (can't open in purple tier)

Conditions that must be met for Reopening

In-Person Learning Readiness Dashboard

Mountain View Whisman School District

Jan 8, 2021 - Jan 14, 2021

Area	Task	Complete?
Technology	OK to reopen app pilot in place	
	Launch OK to reopen across sites	
Superintendent	Ensure every facility has COVID-19 prevention plan that prioritizes equity and has a lead	
	Build protocols for potential repeated closures in case of COVID-19	
	Create and implement plan for phased-in survey of learning preferences for returning groups	
	School reopening plans completed and posted online - on Jan 15	
	Apply for waiver (if needed)?	
Special Education	Develop plan for mod/ severe pathway for reopening	
Schools, MOT	Social distance markers and playground sectioning complete	
Schools, Ed. Servic...	Assess school site infrastructure for hybrid learning readiness	
Schools	Safety and COVID prevention measures in place	
	Facilities prepared for COVID hygiene and social distancing	
	Identify and assign pre-K student in person seats	
	Identify and assign TK -2 general education in person seats	
	PPE inventory and tracking	
	Develop and launch additional key structures - ex. bell schedules, outdoor instruction, technology	
	Target days set for staff to prepare classrooms	
MOT	Transportation, cleaning busses	
	All touchless faucets and soap dispensers	

Mountain View Whisman School District

Conditions that must be met for Reopening

	Installation of (ex. Merv 13 filters) and repairs necessary for hybrid learning	████████████████
	Cleaning and disinfection supplies custodial staff training and schedules in place	████████████████
	3 month suppy of cleaning and PPE in place	████████████████
	Directional painting for school sites	██████
Human Resources, …	Prepare staff to do their own regular health screenings (OKtoReopen) and create systems for monitoring and contact tracing	██████
Human Resources, …	Identifying, developing and deploying training for COVID related actions	██████████
Human Resources	Labor agreements in place (CSEA, MVEA)	████████████████
	Staff COVID testing in place	██████████████
	Complete interactive process with staff members	██████████████
	Prepare communication protocols aligned with FERPA regarding COVID positive cases	████████████████
	Develop plan for ongoing Covid testing of all staff per county guidelines	██████████████
	Develop plan for implementing protocols in the event of positive COVID-19	██████████████
	Staff training on COVID safety (Keenan and site development)	██████████████
	Plan to monitor execution of existing MOU agreements	██████████████
	Plan of action for teacher observations/evaluations created	████████████████
	Identify and group the types of training staff will need based on roles and responsibilities	████████████
	Substitute availability threshhold of 10% for daily use	████████

Mountain View Whisman School District

Conditions that must be met for Reopening

	Plan for in-person classes without sub teachers (teacher is out)	▇▇▇▇▇
	Site supervision (yard duty and lunches)	▇▇▇▇
	Support staff schedule (IAs, noon duty, etc)	▇▇
Ed. Services	How RTI teachers mix into multiple cohorts	▇▇▇▇▇▇▇▇▇▇
Ed Services	Identify small groups/cohorts for learning pods	▇▇▇▇▇▇▇▇▇
	Instructional learning plans in place- in-person	▇▇▇▇▇▇▇▇▇
	Identify locations of support pod/YMCA programs	▇▇▇▇▇▇▇▇▇
	Create and continually update Teacher Training Portal	▇▇▇▇▇▇▇▇
	Build protocols to support at-risk students	▇▇▇▇▇▇
	Ensure that sites have scheduled students in DL or hybrid classes	▇▇▇▇▇▇
	Teacher professional development for technology, hybrid learning and instructional delivery practice, and system to monitor	▇▇▇▇
	How SPED teachers mix into multiple cohorts	▇▇▇▇
	Instructional delivery and site reopening plans in place for in-person learning	▇▇▇▇▇
	Revisit CSMA schedule	|
	Revisit Rhythm and Moves schedule	|

https://datastudio.google.com/u/0/reporting/5007bfc4-42df-429d-a086-43b1f2e5950f/page/WvDuB?s=vgXirDtRvZM

Mountain View Whisman School District

Additional considerations

Things to take into account

- Student performance data exists within a vacuum as we cannot compare our results to our peers
  - We are pleased with the growth that we are seeing, even if it is not at the same levels of in person learning
- Attendance data suggests that most students are attending and and engaging with school work

Things to take into account

- The date for reopening is critical
  - Waiting too long has diminishing returns
  - Expect a disruption to learning (reacclimation)
- Our ability to remain open is dependent on
  - Staffing (substitutes)
  - Student and staff safety is paramount in making any decision
    - Students and staff will need to remain vigilant and truthful about reporting
    - Parents and students will need to adhere to safety guidelines (masks, volunteering)
- We will not please everyone with our decision

Next Steps

Next steps

- Community engagement to learn about considerations
- Review and refine plan
- Continue to monitor County data to determine viability for reopening
- Provide the Board of Trustees with feedback / recommendation at a later board meeting

Mountain View Whisman School District

Community engagement

Asking the community: "Knowing this information, what concerns/considerations do you have for reopening?"

Jan 22-28

- Jan 12 MVEF
- Jan 13 Cafecito
- Jan 19 PTA Presidents
- Jan 20 DAC
- Jan 22 Community Check in
- Last week of January- DELAC, Focus group, Town Hall for staff

Mountain View Whisman School District

Agenda Item for Board Meeting of 1/21/2021

Agenda Category: REVIEW AND DISCUSSION

Agenda Item Title: Local Control Accountability Plan/Strategic Plan 2027 Timeline (25 minutes)

Estimated Time:

Person Responsible:
Cathy Baur
Chief Academic Officer

Background:
Staff will provide an update and timeline for the development of the 2021-2024 Local Control Accountability Plan (LCAP) and Strategic Plan 2027 (SP2027).

School districts in California must develop three-year plans (LCAP) to explain their goals and strategies for improving achievement for all students.   The District will be developing a new 3-year LCAP in spring of 2021 which will align with the District's new Strategic Plan 2027 which is also under development.

Fiscal Implication:
None

Recommended Action:
None

ATTACHMENTS:

Description	Type	Upload Date
LCAP/SP 2027Timeline Presentation	Backup Material	1/15/2021

Local Control Accountability Plan and Strategic Plan Process

January 21, 2021

Alignment and Outcomes

- Strategic Plan (SP) defines and guides all work in MVWSD

- The Local Control Accountability Plan (LCAP) will align to SP and is required by the California Department of Education

- In this presentation we will review:

  - The results of LCAP/Strategic Plan 2021

  - LCAP funding

  - The current development of next 3 years' LCAP and Strategic Plan 2027

Strategic Plan 2021

What is our Strategic Plan?

(mvwsd.org/about/district_plans/strategic_plan)

Strategic Plan 2021 was developed in 2015-16. More than 100 stakeholders (parents, students, teachers, administrators, community members, nonprofit organizations, and businesses) worked on vision, mission, and goal statements. They also further defined the Portrait of a Graduate and developed strategies, desired outcomes, and action steps.

Why a Strategic Plan?

It is the blueprint that guides all work in MVWSD. It ensures that employees and other stakeholders are working toward common, measurable goals.

Strategic Plan 2021 status

- SP 2021 yielded much work and progress for the benefit of students
  - First time in recent years work has been so intentional and targeted
- Important tool for aligning District work
- Good picture of what work needs to continue

Strategic Plan 2021/LCAP Successes

Highlights: What was accomplished

Student Achievement
- Created an I'm Ready guide for rising kindergarten parents
- Adopted Next Generation Science Standards
- Increased District test scores 11% (language arts) and 10% (math) in the percentage of students meeting or exceeding standards districtwide

Achievement Gap
- Implemented Sheltered Instruction Observation Protocol (SIOP) and Response to Instruction (RTI) programs
- For subgroups (Special education, Hispanic/Latino, Students with Disabilities and Socioeconomically Disadvantaged). In five years, those groups increased 6-15 percentage points in English language arts and 1-10 percentage points in math.

Resource Stewardship
- Created a digital maintenance request system
- Completed an inventory of current resources
- Completed Measure G ($198 million construction budget for 10 campuses) and opened the new Stevenson, Castro and Vargas schools

Strategic Plan 2021/LCAP Successes

Highlights: What was accomplished

Inclusive and Supportive Culture

- Developed standard operating procedures for internal communications
- Planned and conducting MV Parent University

Human Capital

- Conducted compensation study
- Retained highly qualified staff members through competitive compensation and benefits (raised salaries by 23% in the last four years)
- Created annual statements that reflect the total compensation and incentives for working in MVWSD
- Implemented coaches throughout the District

Local Control Accountability Plan

Local Control Accountability Plan - LCAP

- School districts in California must develop three-year plans to explain their goals and strategies for improving achievement for all students.
- The goals must address the eight state priorities and actions must address any areas of improvement identified on the California Dashboard
- The school district must develop a budget that matches spending to the goals outlined in the plan.
- The LCAP also has a Federal Addendum
    - Required by the Every Student Succeeds Act (ESSA) and outlines how Districts are using federal funds even though these are outlined in the LCAP
- The LCAP, Addendum, Local Indicators (part of the California Dashboard), and budget must be approved by July 1 each school year by the local school board

California's Eight State Priorities

Areas of State Priority That Must Be Addressed in LCAPs

(Eight for districts/Ten for County Offices of Education)

- Services for Foster Youth
- Student Engagement
- Other Student Outcomes
- Student Achievement
- Parental Involvement
- School Climate
- **Areas of State Priority**
- Instruction of Expelled Students
- Course Access
- Basic Services
- Implementation of Common Core State Standards
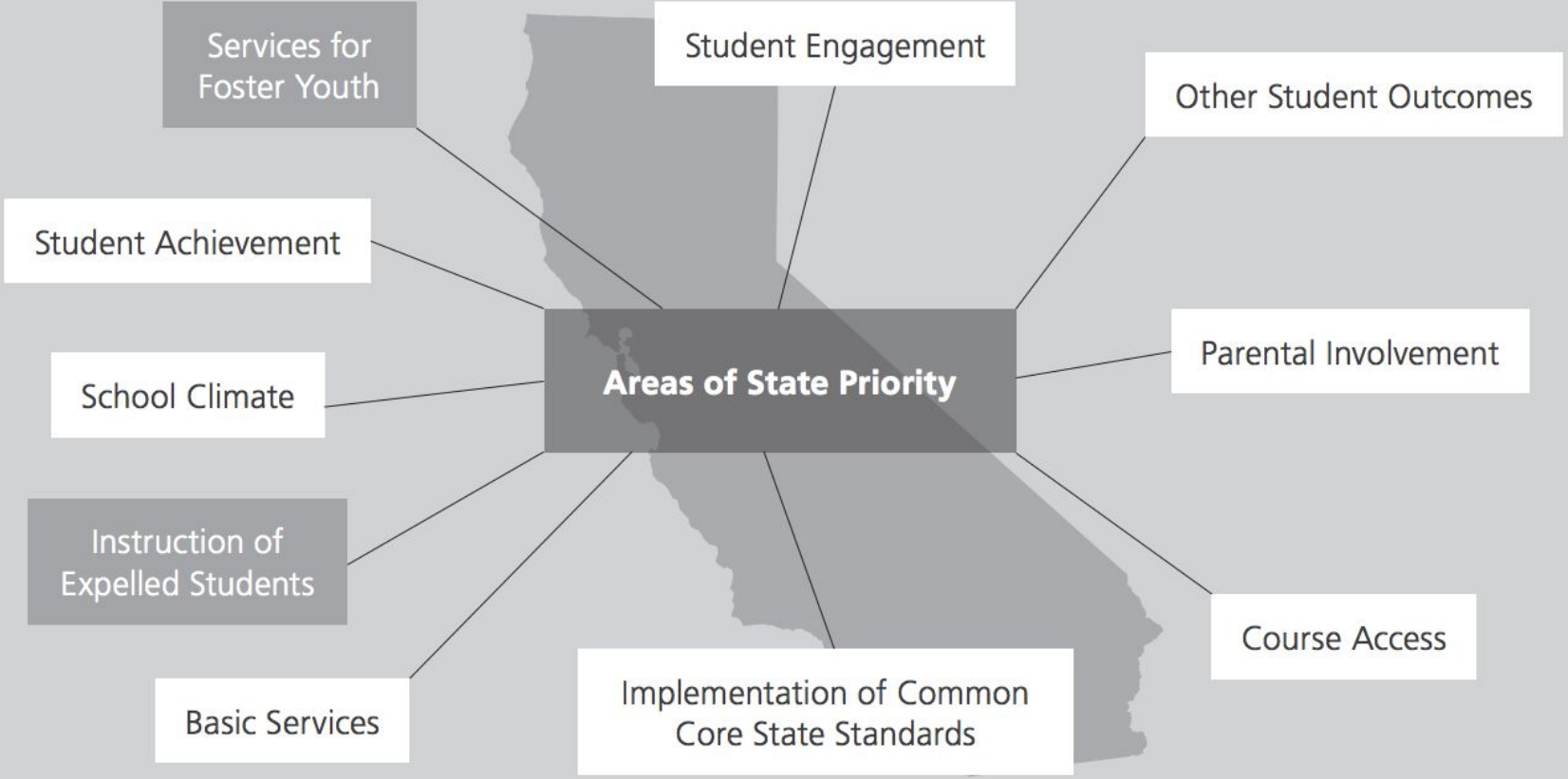
Source: Legislative Analyst's Office, "An Overview of the Local Control Funding Formula" (07/13), CSBA

Recent changes: LCAP/SP 2027 Progress

- The District was in the initial stages of refreshing SP 2021 and creating a new 3-year LCAP when school closure occurred on March 13th.
- At that time, the District suspended work on the SP2021 and the LCAP in order to create plans to support students and families with continued learning opportunities, food distribution, etc.
- On April 23rd, Governor Newsom issued Executive Order N-56-20 which extended the deadline for school districts and charter schools to submit LCAPs.
  - This allowed Districts and schools to focus on the impacts of campus closures as a result of the coronavirus (COVID-19) and their mitigation plans for when students return.
- In lieu of submitting the LCAP in June, Districts were required to submit the COVID-19 Operations Written Report with the budget, which was presented to the Board of Trustees for discussion on June 4, 2020 and subsequently approved on June 18th.

New LCAP Timeline

The COVID-19 Operations Written Report asked Districts to do the following in 300 words or less

- Explain the changes to program offerings that the LEA has made in response to school closures to address the COVID-19 emergency and the major impacts of the closures on students and families.

- Describe how the LEA is meeting the needs of its English learners, foster youth and low-income students.

- Describe the steps that have been taken by the LEA to continue delivering high-quality distance learning opportunities.

- Describe the steps that have been taken by the LEA to provide school meals while maintaining social distancing practices

- Describe the steps that have been taken by the LEA to arrange for supervision of students during ordinary school hours.

New 2020-21 LCAP Timeline

- The Governor's Executive Order N-56-20 in April 2020 called for a 1-year LCAP to be approved by December 2020

- On June 29, 2020, Governor Newsom signed Senate Bill 98 (SB 98) into law.

- SB 98 mandated the creation of a Learning Continuity and Attendance Plan (LCP) in lieu of the 2020-21 LCAP

- The LCP was intended to balance the needs of all stakeholders, including educators, parents, students and community members and the ongoing need for Districts to formally plan to return to school in the midst of the COVID-19 pandemic without requiring two plans (an LCAP and LCP).

Mountain View Whisman School District

New 2020-21 LCAP Timeline

- The Learning Continuity Plan includes descriptions of the following:
  - Addressing gaps in learning;
  - Conducting meaningful stakeholder engagement
  - Addressing the needs of unduplicated pupils, students with unique needs, and students experiencing homelessness
  - Providing access to necessary devices and connectivity for distance learning;
  - Providing resources and supports to address student and staff mental health and social emotional well-being
  - Continuing to provide school meals for students.

- The Plan was presented to the Board of Trustees at a public hearing on September 3, 2020 and was approved on September 17, 2020

New LCAP Timeline

- In spring 2021, Districts will complete a 3-year LCAP following the same process for stakeholder engagement and approval process in conjunction with the budget, 2019-20 annual update, 2020-21 LCP annual update, LCAP Federal Addendum, and local indicators for inclusion in the 2021-22 Dashboard
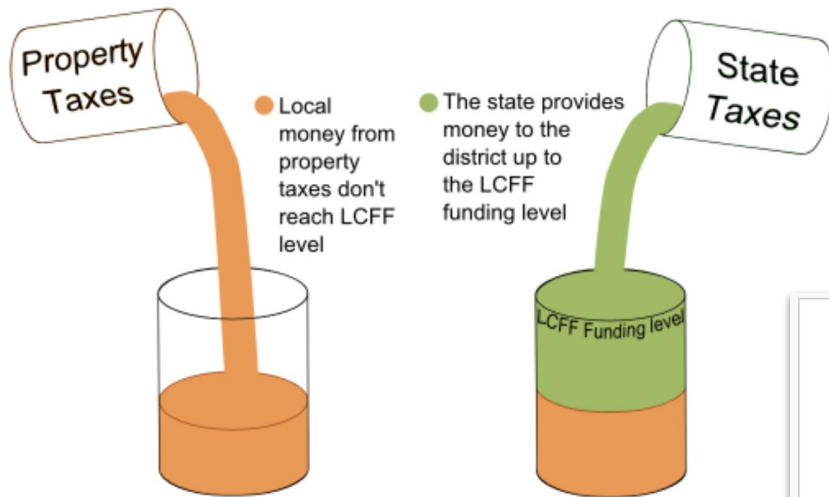- The 3-year LCAP will be aligned to the District's new Strategic Plan 2027

Funding

Strategic Plan / LCAP Funding Sources

- MVWSD is a Community-funded district (formerly known as a basic aid). The District's funding is based on local property taxes.

- The District uses a variety of additional funding sources to meet the needs to all students including revenue from:
    LCFF funding
    Mountain View Property Taxes
    Shoreline Special Tax District Funding
    Mountain View Educational Foundation
    Federal Programs, such as Title I, Title II, Title III, Title IV
    Measure B Parcel Tax

What does Basic Aid/Community Funded Mean?
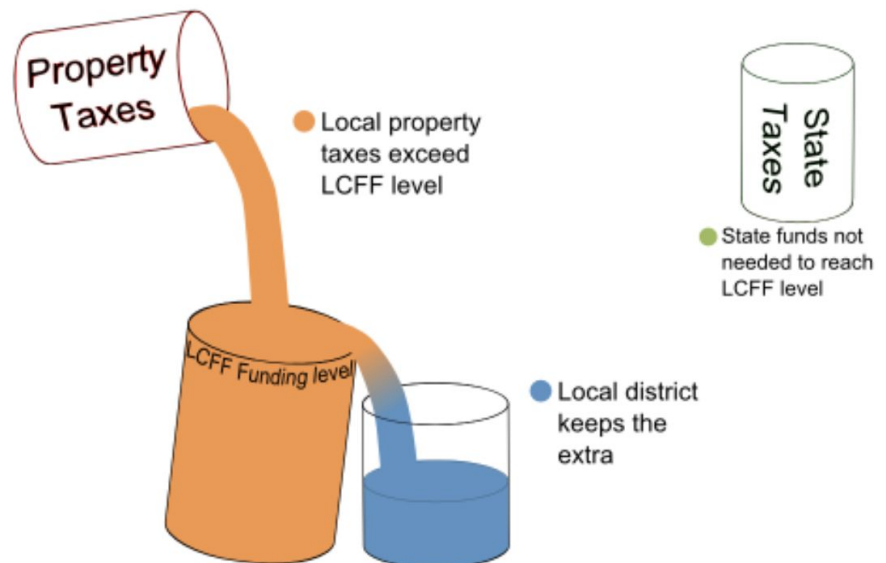
Mountain View Whisman School District

Development Process for Strategic Plan 2027 and & LCAP 2021-2024

Mountain View Whisman School District

Strategic Plan/ Local Control Accountability Plan

LCAP (2016-2019)

Strategic Plan (2016-2021)

LCP 2020-21

LCAPs are written or developed in 3 year increments.
Strategic Plans are typically 6 year plans (variable)

LCAP (2021-2024)

LCAP (2024-2027)

Strategic Plan (2021-2027)
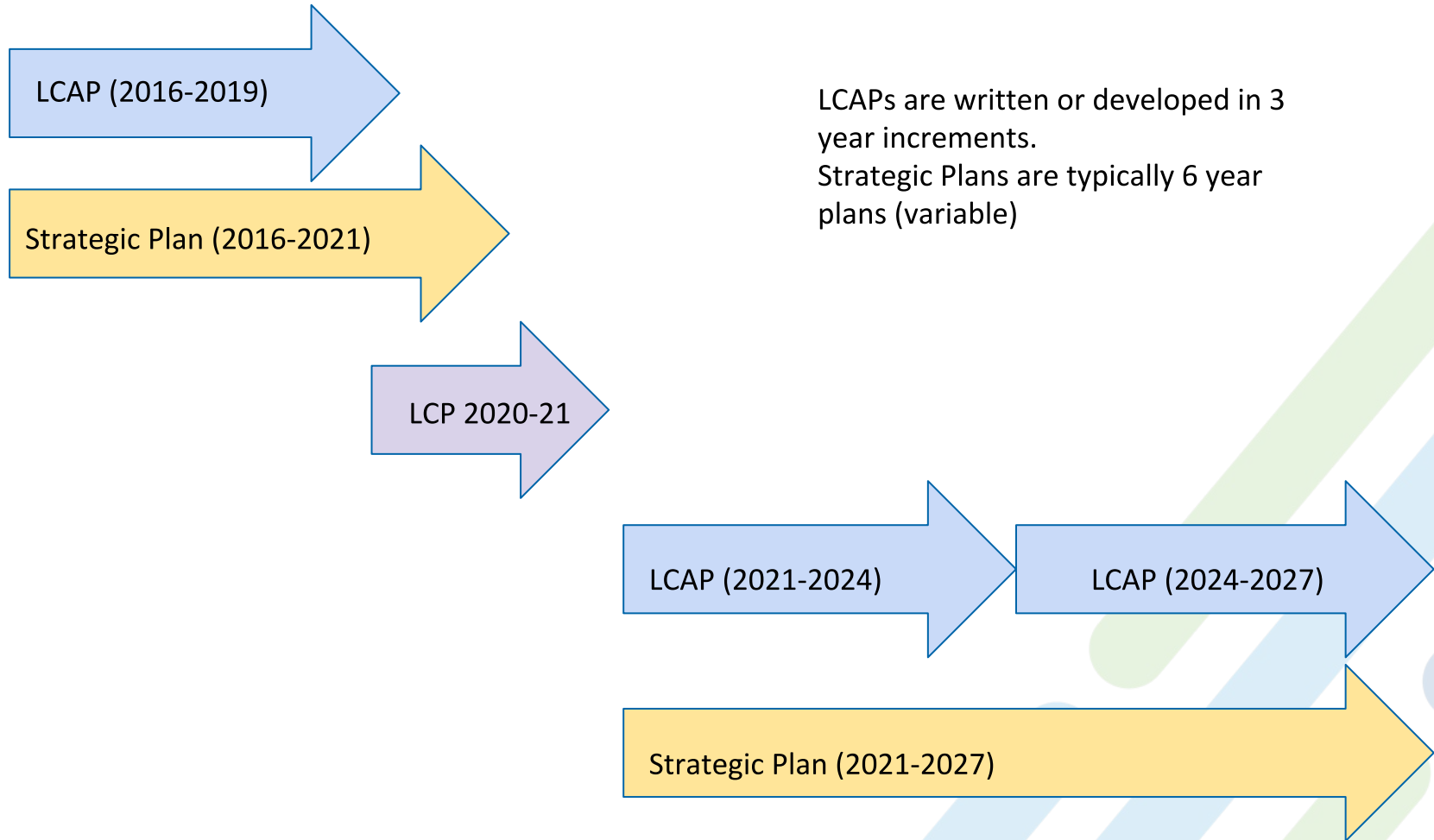
SP2027 -Timeline

Stakeholder input: September 2020

- districtwide survey with 1134 respondents
- input sessions in districtwide groups (PTA leaders, DELAC, DAC)
- strategy session with 60 representative stakeholders

This work and stakeholder input resulted in:

- a strategic plan framework that shows five major goal areas and the general outcomes and themes in each.

Stakeholder input: October 2020

- Parents and staff members gave input at school community meetings at each of 11 school sites
- Parents and staff members' districtwide survey potential changes in the framework.
- Input from District Advisory Council, District English Language Learners Advisory Council, PTA Leaders, and 11 School Site Councils

SP2027 -Timeline

Framework Approval: November 2020

- identified goal areas and draft objectives.
- Trustees approved the strategic goal areas and objectives
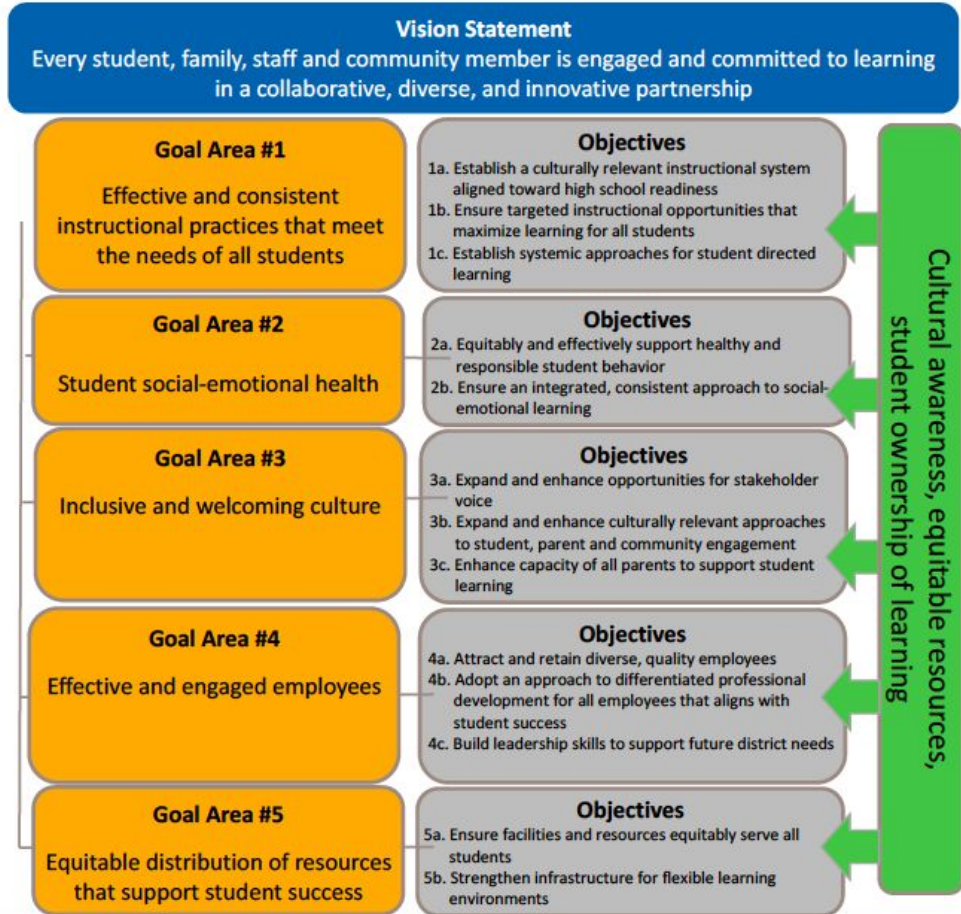
January- February 2021

- Develop strategic initiatives to support each objective and strategic initiative implementation timelines

LCAP/Strategic Plan Timeline

Timeline

Date	Plan	Action
January 19, 2021	LCAP/SP2027	Presentation to District Leadership Team
January 20	LCAP/SP2027	Presentation to District Advisory Committee
January 21	LCAP/SP2027	Presentation to the Board of Trustees
January 25	LCAP	Survey opens
January 26 - February 12	LCAP/SP2027	Sites/Departments present LCAP/SP overview and provide time for all staff to take the survey
January/February	LCAP/LCP	Complete annual updates for both the 2019-20 LCAP and 2020-21 LCP
January/February	SP2027	Develop strategic initiatives to support each objective, determine timelines for implementation and staff responsible

Timeline

Date	Plan	Action
March	LCAP	Review survey data and begin drafting 3-year plan in alignment with SP2027
March 4	SP2027	Present initiatives and phases to Board of Trustees for information
March/April	SP2027	Develop Initiative Action Plans
April 30	LCAP	SP2027 / LCAP draft complete
May 1 - 31	LCAP	Post draft of LCAP to web for public comment, DAC, SELPA, and English Language Advisory Committee (ELAC) meetings. Gather additional LCAP input from Advisory groups and respond.
May 20	LCAP	Final SP2027 / LCAP draft is presented to the Board of Trustees
June 3	LCAP	Public hearing for the LCAP
June 17	LCAP	LCAP presented for approval
June 24	LCAP	LCAP submitted to the Santa Clara County Office of Education

Questions?

- Please visit the District website to learn more about Strategic Plan and the Local Control Accountability Plan
  - mvwsd.org/about/district_plans
- Have you given your input?
  - Take the LCAP survey January 25 - February 12
  - mvwsd.org/strategicplan

Agenda Item for Board Meeting of 1/21/2021

Agenda Category: REVIEW AND DISCUSSION

Agenda Item Title: 2021-2022 Governor's Proposed State Budget (10 minutes)

Estimated Time:

Person Responsible: Rebecca Westover, Ed.D., Chief Business Officer

Background:
Staff will present information on the Governor's proposed state budget for 2021-2022. Due to the timing of the board meeting and release of the proposed budget the presentation will be made available the night of the board meeting.

Fiscal Implication:
None

Recommended Action:
No action required.

Agenda Category: ITEMS FOR FUTURE AGENDAS

Agenda Item Title: Items for future agendas

Estimated Time:

Person Responsible:

Background:
1. Mental health and social-emotional learning

Fiscal Implication:

Recommended Action:

Agenda Category: FUTURE BOARD MEETING DATES

Agenda Item Title: Future Board Meeting Dates

Estimated Time:

Person Responsible:

Background:
February 4, 2021
March 4, 2021
March 18, 2021
April 1, 2021

Fiscal Implication:

Recommended Action: