Mountain View Whisman School District

Board of Trustees - Regular Meeting

January 25, 2024
6:00 PM

Governor Gavin Newsom signed AB 361 in September 2021 to extend the flexibilities provided in a prior executive order enabling public agencies to meet remotely during the COVID-19 emergency. Executive Order N-1-22, signed January 5, 2022, extends the sunset of AB 361 and allows public K-12 schools to hold remote meetings until January 1, 2024. Meeting of the Board will be available by:

Dial in Phone Number: (669) 900 6833 US (San Jose)
Meeting ID: 846 0509 5035
Passcode:829742
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.

Meetings are also live-streamed on https://www.youtube.com/mvwsd

Members of the public who wish to address the Board during the Board of Trustees meeting may log in to meetings using the Zoom information provided or email comments to publiccomments@mvwsd.org. 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.

A request for a disability-related modification or accommodation may be made to the Superintendent's Office (650-526-3552) 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 (6:00 p.m.)

A. Pledge

B. Roll Call

C. Approval of Agenda

II. SCHOOL SHOWCASE-Crittenden Middle School

III. CONSENT AGENDA

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. Personnel Report

1. Personnel Report to the Board of Trustees

B. Minutes

1. Minutes to January 11, 2024 Regular Board Meeting
2. Minutes to January 18, 2024 Special Meeting Board Study Session

C. Contracts

1. Contracts

D. School Accountability Report Cards (SARCs)

E. 2022-2023 Financial Audit Report

F. 2024-25 Local Control Accountability Plan Development Timeline

G. Board Policy (BP) 6179 Supplemental Instruction

H. Board Policy (BP) 6161.1 Selection and Evaluation of Instructional Materials

I. School Plan for Student Achievement 2023-24 - Castro Elementary School

J. Approval of Payroll Report and Accounts Payable Warrant List for the Month of December 2023

K. 2022-2023 Audit for Measure G and Measure T

IV. COMMUNICATIONS

A. Employee Organizations

B. District Committees

C. Superintendent

V. 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.

VI. REVIEW AND ACTION

A. Resolution 01-012524 in Support of Black History Month (10 minutes)

VII. REVIEW AND DISCUSSION

A. Artificial Intelligence (AI) Impact on our Schools (45 minutes)

B. i-Ready Diagnostic 2 Assessment Data (45 minutes)

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

IX. CLOSED SESSION

A. CONFERENCE WITH LEGAL COUNSEL

1. Conference with legal counsel – Anticipated litigation (Pursuant to Government Code § 54956.9(d)(4): 1 case

   CONFERENCE WITH LEGAL COUNSEL – Anticipated litigation (Pursuant to Government Code § 54956.9(d)(4): 1 case

X. RECONVENE OPEN SESSION

B. Closed Session Report

XI. TRUSTEE IMPUT FOR BOARD RETREAT

- Topics of Discussion at Board Retreat

XII. BOARD CONFERENCE UPDATES

A. Updates From CSBA Annual Educational Conference (AEC)

XIII. BOARD UPDATES

XIV. FUTURE BOARD MEETING DATES

A. Future Board Meeting Dates

February 8, 2024-LCAP Mid-year Update
February 29, 2024-Environmental Sustainability Plan Update
March 14, 2024-Reclassification and EL Program Update
April 4, 2024-Transportation

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

NOTICES FOR AUDIENCE MEMBERS

1. **RECORDING OF MEETINGS:**
The open session will be video recorded and live streamed on the District's website (www.mvwsd.org).

2. **CELL PHONES:**
As a courtesy to others, please turn off your cell phone upon entering.

3. **FRAGRANCE SENSITIVITY:**
Persons attending Board meetings are requested to refrain from using perfumes, colognes or any other products that might produce a scent or chemical emission.

4. **SPECIAL ASSISTANCE FOR ENGLISH TRANSLATION/INTERPRETATION:**
The Mountain View Whisman School District is dedicated to providing access and communication for all those who desire to attend Board meetings. Anyone planning to attend a Board meeting who requires special assistance or English translation or interpretation is asked to call the Superintendent's Office at (650) 526-3552 at least 48 hours in advance of the time and date of the meeting.

   El Distrito Escolar de Mountain View Whisman esta dedicado a proveer acceso y comunicacion a todas las personas que deseen asistir a las reuniones de la Junta. Se pide que aquellas personas que planean asistir a esta reunion y requieren de asistencia especial llamen a la Oficina del Superintendente al (650) 526-3552 con por lo menos 48 horas de anticipacion del horario y fecha de esta reunion, para asi poder coordinar los arreglos especiales.

5. **DOCUMENT AVAILABILITY:**
Documents provided to a majority of the Governing Board regarding an open session item on this agenda will be made available for public inspection in the District Office, located at 1400 Montecito Avenue during normal business hours.

   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 1/25/2024

Agenda Category: Remote Meeting Notice

Agenda Item Title: Remote Meeting

Estimated Time:

Person Responsible:

Background:

Dial in Phone Number: (669) 900 6833 US (San Jose)
Meeting ID: 846 0509 5035
Passcode:829742
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.

Fiscal Implication:

Recommended Action:

Mountain View Whisman School District

Agenda Item for Board Meeting of 1/25/2024

Agenda Category: Personnel Report

Agenda Item Title: Personnel Report to the Board of Trustees

Estimated Time:

Person Responsible: Tara Vikjord, Chief Human Relations Officer

---

Background:

Fiscal Implication:

Recommended Action:

ATTACHMENTS:

Description	Type	Upload Date
Personnel Report to the Board of Trustees	Backup Material	1/17/2024

Mountain View Whisman School District
Personnel Report 2023-2024

First Name	Last Name	Position	Status	Site	FTE	Action	Details of Action	From	TO	Admin. Rec.	Effective Date of Action	Date of Board Meeting
Courtney	Strand	Sp Ed IA		Graham	0.875	Change of Assignment	FROM Behavior Technician, Monta Loma, 0.875 FTE TO Special Education Instructional Assistant, Graham, 0.875 FTE	`			1/10/2024	1/25/2024
Natalie	Gallagher	Instructional Coach	Permanent	Theuerkauf	1	Leave of Absence	Personal	1/31/2024	3/1/2024	Approve	1/31/2024	1/25/2024
Lorelie	Penaverde	Teacher	Permanent	Itinerant	1	Leave of Absence	Personal	1/8/2024	3/21/2024	Approve	1/8/2024	1/25/2024
Raul	Rodriguez	Child Nutrition Assistant III		Graham	9875	New Hire					1/12/2024	1/25/2024
Omolola	Ogunrinola	Teacher	Temporary	Theuerkauf	1	Resignation					1/31/2024	1/25/2024
Monica	Sanchez	Teacher	Temporary	Graham	1	Resignation					12/29/2023	1/25/2024
Laurel	Shephard	Teacher	Permanent	Currently on LOA	1	Resignation					1/3/2024	1/25/2024
Jose	Duenas	Night Custodian	Permanent	Bubb	1	Retirement and Resignation					3/2/2024	1/25/2024

Mountain View Whisman School District

Agenda Item for Board Meeting of 1/25/2024

Agenda Category: Minutes

Agenda Item Title: Minutes to January 11, 2024 Regular Board Meeting

Estimated Time:

Person Responsible:

Background:

Fiscal Implication:

Recommended Action:

ATTACHMENTS:

Description	Type	Upload Date
Minutes to January 11, 2024 Regular Board Meeting	Backup Material	1/19/2024

Mountain View Whisman School District

Board of Trustees - Regular Meeting

1400 Montecito Avenue
January 11, 2024
6:00 PM

Dial in Phone Number: (669) 900 6833 US (San Jose)
Meeting ID: 844 0927 9482
Passcode: 715545
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.

(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 (6:00 p.m.)

The meeting was called to order at 6:03 p.m.

A. Pledge

Trustees President Devon Conley led the Pledge of Allegiance.

B. Roll Call

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

C. Approval of Agenda

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

Ayes: Berman, Blakely, Chiang, Conley, Lambert

The following member of the community addressed the Board of Trustees:

- Former Trustee Steven Nelson

II. SPECIAL RECOGNITION

A. Employee Recognition for Turtle Award (10 minutes)

The Turtle Award recognizes an admirable employee who demonstrates exceptional collaboration and teamwork with their colleagues at MVWSD. Forty-five employees received the Turtle Award.

III. CONSENT AGENDA

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 Laura Blakely and seconded by Laura Berman to approve the Agenda with the pulling of item G. School Plan for Student Achievement 2023-24 Mariano Castro Elementry.

Ayes: Berman, Blakely, Chiang, Conley, Lambert

Staff requested pulling item G. School Plan for Student Achievement 2023-24 Mariano Castro Elementry.

The following member of the community addressed the Board of Trustees:
- Former Trustee Steven Nelson

A. Personnel Report

1. Personnel Report to the Board of Trustees

B. Minutes

1. Minutes to December 7, 2023 Regular Board Meeting

C. Contracts

1. Contracts

D. California State Preschool Annual Self Evaluation Report

E. 2023-24 Board Meeting Calendar Date Change

F. Approval of Payroll Report and Accounts Payable Warrant List for the Month of November 2023

G. School Plan for Student Achievement 2023-24- Mariano Castro Elementary

H. Quarterly Report on Williams Uniform Complaints

I. Construction Management Agreement for Staff Housing with Mountain View Owners LLC

J. Contract Amendment No.1 - Multi-Site Window Replacement Project, E.F. Brett and Company, Inc.

K. Monta Loma Elementary School Fencing Project - Carducci and Associates Contract Amendment No. 1

L. Notice of Completion - HVAC Modernization & Replacement Phase 3 Project, Foothill Air Conditioning and Heating, Inc.

M. District-Wide Solar Project Contract Amendment No. 2 for Sage Renewable Energy Consulting

N. Job Description - Assistant Director of Maintenance, Operations, and Transportation

IV. 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 that MVWSD received the Gold level with a score of 78.4% from CA Green Ribbon School. He also said the new trees are going in at Vargas Elementary.

The following member of the community addressed the Board of Trustees.

- Former Trustee Steven Nelson

V. COMMUNITY COMMENTS

The following member of the community addressed the Board of Trustees:

- Former Trustee Steven Nelson

VI. REVIEW AND ACTION

A. Naming the Board Representative for the County Committee 2024 Election (10 minutes)

A motion was made by Laura Berman and seconded by Christopher Chiang to name President Devon Conley as the Board member representative for the County Committee 2024 Election.

Ayes: Berman, Blakely, Chiang, Conley, Lambert

VII. REVIEW AND DISCUSSION

A. 2023 California Dashboard Update (60 minutes)

Staff prepared a report and presentation on the results of the 2023 California School Dashboard. California has an accountability system that is based on multiple measures. These multiple measures will be reported through the California School Dashboard (Dashboard).

The following member of the community addressed the Board of Trustees:

- Former Trustee Steven Nelson

B. United Against Hate Week and #BetterTogether 23-24 (30 minutes)

Each school site developed a theme relating to United Against Hate. Students engaged in activities, learning about respecting differences, empathy, and being kind.

C. Joint Use Agreement Update (15 minutes)

Staff presented an update on the Joint Use Agreement. The agreement will placed on the City Council agenda at a future meeting for approval.

The following member of the community addressed the Board of Trustees:

- Former Trustee Steven Nelson

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

The following member of the community addressed the Board of Trustees:

- Former Trustee Steven Nelson

IX. CLOSED SESSION

The meeting was adjourned to Closed Session at 7:46 p.m.

A. CONFERENCE WITH REAL PROPERTY NEGOTIATORS

1. Conference with real property negotiatos (Pursuant to Government Code § 54956.8)

   CONFERENCE WITH REAL PROPERTY NEGOTIATORS (Pursuant to Government Code § 54956.8):
   Properties: 325 Gladys Avenue, Mountain View, California
   Agency Negotiator: Ayindé Rudolph, Superintendent; Rebecca Westover, CBO; Phil Henderson, Orbach Huff & Henderson
   Negotiating Parties: Google, Inc.
   Under Negotiation: Price and terms of payment related to Joint Use Agreement

B. CONFERENCE WITH LABOR NEGOTIATORS

1. Conference with Labor Negotiators (Government Code 54957.6, subd.(a))
   Agency designated representatives: Ayindé Rudolph, Tara Vikjord, Rebecca Westover, Swati Dagar, Theresa Lambert, Vernorris Taylor, Anne Flores-Aikey, Jonathan Pearl
   Employee Organization: Mountain View Educators Association

C. CONFERENCE WITH LEGAL COUNSEL

1. Conference with legal counsel – Anticipated litigation (Pursuant to Government Code § 54956.9(d)(4): 1 case
   CONFERENCE WITH LEGAL COUNSEL – Anticipated litigation (Pursuant to Government Code § 54956.9(d)(4): 1 case

X. RECONVENE OPEN SESSION

The meeting was reconvened to Open Session at 9:55 p.m.

A. Closed Session Report

Trustee President Devon Conley reported that no action was taken in the Closed Session on items:

A. CONFERENCE WITH REAL PROPERTY NEGOTIATORS (Pursuant to Government Code § 54956.8):
Properties: 325 Gladys Avenue, Mountain View, California
Agency Negotiator: Ayindé Rudolph, Superintendent; Rebecca Westover, CBO; Phil Henderson, Orbach Huff & Henderson
Negotiating Parties: Google, Inc.
Under Negotiation: Price and terms of payment related to Joint Use Agreement

B. Conference with Real Labor Negotiators
Agency designated representatives: Ayindé Rudolph, Tara Vikjord, Rebecca Westover, Swati Dagar, Theresa Lambert, Vernorris Taylor, Anne Flores-Aikey, Jonathan Pearl
Employee Organization: Mountain View Educators Association

C. Conference with Legal Counsel
CONFERENCE WITH LEGAL COUNSEL – Anticipated litigation (Pursuant to Government Code § 54956.9(d)(4): 1 case

XI. BOARD UPDATES

No updates were given.

XII. BOARD REPORT OUT (20 minutes)

No report was given.

XIII. FUTURE BOARD MEETING DATES

A. Future Board Meeting Dates

January 25, 2024-iReady Diagnostic 2 Assessment Data Overview
February 8, 2024-LCAP Mid-year Update
February 29, 2024-Environmental Sustainability Plan Update

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

The was adjourned at 9:56 p.m.

NOTICES FOR AUDIENCE MEMBERS

1. **RECORDING OF MEETINGS:**
The open session will be video recorded and live streamed on the District's website (www.mvwsd.org).

2. **CELL PHONES:**
As a courtesy to others, please turn off your cell phone upon entering.

3. **FRAGRANCE SENSITIVITY:**
Persons attending Board meetings are requested to refrain from using perfumes, colognes or any other products that might produce a scent or chemical emission.

4. **SPECIAL ASSISTANCE FOR ENGLISH TRANSLATION/INTERPRETATION:**
The Mountain View Whisman School District is dedicated to providing access and communication for all those who desire to attend Board meetings. Anyone planning to attend a Board meeting who requires special assistance or English translation or interpretation is asked to call the Superintendent's Office at (650) 526-3552 at least 48 hours in advance of the time and date of the meeting.

El Distrito Escolar de Mountain View Whisman esta dedicado a proveer acceso y comunicacion a todas las personas que deseen asistir a las reuniones de la Junta. Se pide que aquellas personas que planean asistir a esta reunion y requieren de asistencia especial llamen a la Oficina del Superintendente al (650) 526-3552 con por lo menos 48 horas de anticipacion del horario y fecha de esta reunion, para asi poder coordinar los arreglos especiales.

5. **DOCUMENT AVAILABILITY:**
Documents provided to a majority of the Governing Board regarding an open session item on this agenda will be made available for public inspection in the District Office, located at 1400 Montecito Avenue during normal business hours.

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 1/25/2024

Agenda Category: Minutes

Agenda Item Title: Minutes to January 18, 2024 Special Meeting Board Study Session

Estimated Time:

Person Responsible:

Background:

Fiscal Implication:

Recommended Action:

ATTACHMENTS:

Description	Type	Upload Date
Minutes to January 18, 2024 Board Special Meeting Study Session	Backup Material	1/19/2024

Mountain View Whisman School District

Board of Trustees - Special Meeting Minutes

1400 Montecito Avenue
January 18, 2024
6:00 PM

Dial in Phone Number: (669) 900 6833 US (San Jose)
Meeting ID: 849 7100 7225
Passcode: 184358
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.

(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 (6:00 p.m.)

The meeting was called Order at 6:07 p.m.

A. Pledge

Trustee President Conley led the Pledge of Allegiance.

B. Roll Call

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

C. Approval of Agenda

A motion was made by Laura Blakely and seconded by Christopher Chiang to approve the Agenda, as presented.

Ayes: Berman, Blakely, Chiang, Conley, Lambert

II. STUDY SESSION

1 Developing a Greening Index for MVWSD Schools

A motion was made by Laura Berman and seconded by Laura Blakely to extend the meeting to 10:15 p.m..

Ayes: Berman, Blakely, Chiang, Conley, Lambert

Trustees participated in two activities to determine elements needing to be included in the MVWSD's green index. The metrics create an objective approach to assess sites' strengths and opportunities for growth. Carducci Associates were present to assist where needed and answer any questions.

III. FUTURE BOARD MEETING DATES

February 10, 2024, will be a trustees' retreat.

A. Future Board Meeting Dates

January 25, 2024-iReady Diagnostic 2 Assessment Data Overview
February 8, 2024-LCAP Mid-year Update
February 29, 2024-Environmental Sustainability Plan Update

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

The meeting was Adjourned at 10:06 p.m.

NOTICES FOR AUDIENCE MEMBERS

1. **RECORDING OF MEETINGS:**
The open session will be video recorded and live streamed on the District's website (www.mvwsd.org).

2. **CELL PHONES:**
As a courtesy to others, please turn off your cell phone upon entering.

3. **FRAGRANCE SENSITIVITY:**
Persons attending Board meetings are requested to refrain from using perfumes, colognes or any other products that might produce a scent or chemical emission.

4. **SPECIAL ASSISTANCE FOR ENGLISH TRANSLATION/INTERPRETATION:**
The Mountain View Whisman School District is dedicated to providing access and communication for all those who desire to attend Board meetings. Anyone planning to attend a Board meeting who requires special assistance or English translation or interpretation is asked to call the Superintendent's

Office at (650) 526-3552 at least 48 hours in advance of the time and date of the meeting.

El Distrito Escolar de Mountain View Whisman esta dedicado a proveer acceso y comunicacion a todas las personas que deseen asistir a las reuniones de la Junta. Se pide que aquellas personas que planean asistir a esta reunion y requieren de asistencia especial llamen a la Oficina del Superintendente al (650) 526-3552 con por lo menos 48 horas de anticipacion del horario y fecha de esta reunion, para asi poder coordinar los arreglos especiales.

5. **DOCUMENT AVAILABILITY:**
Documents provided to a majority of the Governing Board regarding an open session item on this agenda will be made available for public inspection in the District Office, located at 1400 Montecito Avenue during normal business hours.

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 1/25/2024

Agenda Category: Contracts

Agenda Item Title: Contracts

Estimated Time:

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

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 item of 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 $114,500 in 2024 (adjusted annually) for the purchase of equipment, materials, supplies, non-construction services, or repairs including maintenance.

Presented for ratification are the following contract(s):

Presented for review are the following contract(s):

1. Bay Area Chess Inc.- Will provide 16 lunch time chess club sessions on Wednesdays from 11:45 AM-12:45 PM for up to 40 students at Imai Elementary from January 29, 2024 through May 29, 2024, $1,680.00.
2. Girls on the Run of Silicon Valley- Will provide a running program that teaches important life skills and trains students to complete a 5K run/walk event. The program is available for up to 15 students at Imai Elementary on Tuesdays and Fridays from 2:50-4:20 PM starting March 5, 2024 through May 17, 2024, $1,000.00.
3. Mission Edge San Diego- Will provide a Big Buzz About Bees 40-minute presentation to all kindergarten students at Monta Loma on February 01, 2024, $250.00.
4. University of California, Berkley- Will provide a Build, Engineer, and Invent program for all students at Theuerkauf Elementary on February 27, 2024, $1,400.00.
5. Youth Science Institute- Will provide in-classroom science program for State Preschool on May 29, 2024, $835.00.

Fiscal Implication:
See background details.

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

ATTACHMENTS:

Description	Type	Upload Date
Bay Area Chess Inc. PSA (IM) 01/29/24-05/29/24	Backup Material	1/18/2024
Girl on the Run of Silicon Valley PSA (IM) 03/05/24-05/17/24	Backup Material	1/18/2024
Mission Edge San Diego (ML) 02/01/24	Backup Material	1/12/2024
University of California, Berkley (TH) 02/27/24	Backup Material	1/18/2024
Youth Science Institute (PS) 05/29/24	Backup Material	1/18/2024

Mountain View Whisman School District

Independent Contractor for Professional Services Agreement

(Non-Construction Related)

THIS AGREEMENT is made and entered into on January 25, 20 24 (**"Agreement"**), by and between and **Mountain View Whisman School District** (**"District"**) and Bay Area Chess Inc. (**"Contractor"**). Contractor and District may be referred to herein individually as a **"Party"** or collectively as the **"Parties."**

1. Services Check one of the options below

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. 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.

☐ **Option 1** - As indicated in Exhibit A – attached ☑ **Option 2** - Services explained as follows:

Lunch time chess club on Wednesdays from 11:45-12:45 in the MUR for up to 40 students. Starting day would be January 29th through May 29th at Imai Elementary School. 16 sessions (no school on (2/21 and 4/10.)

2. Price & Payment Check one of the options below

Contractor shall furnish the Services to the District for the following compensation (**"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).

☑ **Option 1** – Flat Fee of $ 1680 ($105 per session)

☐ **Option 2** - Maximum number of hours at an hourly rate of $ _____ Total not to exceed $ _____

☐ **Option 3** – Other, please explain: _____

3. Contract Dates "Agreement Time"

Services Start Date: 01/29/24 Services End Date: 05/29/24

4. Submittal of Documents

Contractor shall not commence the Services under this Agreement until Contractor has submitted the following documents.

☑ Signed Agreement
☑ Insurance Certificates & Endorsements
☑ W-9 Form

5. Classified Service

☐ **YES** ☑ **NO**

Education Code Sections 45100-45139/88000-88040 defines what constitutes classified service. Education Code Sections 44830-44929/87400-87488 defines certificated service. The IRS predisposes an employer/employee relationship when state law mandates such a relationship. Are you currently, or have you ever paid into the California State Public Employees Retirement System or California State Teachers Retirement System?

6. 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:**	Bay Area Chess
1400 Montecito Ave.	**Street**	2050 Councourse Drvie #42
Mountain View, CA 94043	**City, Sate, Zip**	San Jose, CA 95131
Attn: Chief Business Officer	**Attn:**	James Bethany

7. 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, the fingerprinting and criminal background investigation requirements of Education Code section 45125.1 apply to any entity that has a contract with the District.

Contractor's Initials Here: JB

(This portion to be filled out by District Representative)

7. Fingerprinting/Criminal Background/Megan's Law (Sex Offenders)

Check one of the options below:

☑ **1. Contact with Students:** Contractor certifies that Contractor has complied with the fingerprinting and criminal background investigation requirements of Education Code section 45125.1 and that the California Department of Justice has determined that neither Contractor nor any of Contractor's employees, subcontractors, agents, and subcontractors' employees or agents (collectively "**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 interact with District pupils outside the immediate supervision and control of the pupil's parent or guardian or a District employee in the course of providing services pursuant to this Agreement, have been convicted of a felony, as that term is defined in Education Code section 45122.1. Contractor shall immediately provide the District any subsequent arrest and conviction information it receives from the California Department of Justice for those Employees during the course of providing services pursuant to this Agreement. A complete and accurate list of all Employees who may interact with District pupils during the course and scope of this Agreement is attached hereto.

☐ **2. No Contact:** Neither Contractor nor Contractor's Employees will have any interaction with District pupils outside the immediate supervision and control of the pupil's parent or guardian or a District employee so that the fingerprinting and criminal background investigation requirements of Education Code section 45125.1 do not apply to Contractor for the services provided 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.

☐ **3. Emergency /Exceptional Situation:** Agreement is provided in an emergency or exceptional situation, such as when pupil health or safety is endangered, and the District will take appropriate steps to protect the safety of any pupil that may interact with Contractor and/or Contractor's Employees so that Contractor and/or Contractor's Employees do no interact with District pupils outside the immediate supervision and control of the pupil's parent or guardian or a District employee in the course of providing services pursuant to this Agreement. (Ed. Code, § 45125.1 (c).) 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.

☐ **4. Sole Proprietor:** Contractor is a sole proprietor and in compliance with Education Code section 45125.1 (h)(1)-(2), the District confirmed with the California Department of Justice that Contractor has not been convicted of a felony, as that term is defined in Education Code section 45122.1, pursuant to the requirements of Education Code section 45125.1 (a). 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.

District Representative Name & Initials: Arline Siam AS

8. Tuberculosis (TB) Screening

Contractor has obtained any required TB clearance(s) and will maintain and immediately produce those clearance(s) to District upon the District's request. **Contractor's Initials Here:** JB

(This portion to be filled out by District Representative)

8. Tuberculosis (TB) Screening

Select one option below:

☑ Contractor has obtained any required TB clearance(s) and will maintain and immediately produce those clearance(s) to District upon the District's request.

☐ **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.

District Representative initials here: AS

9. 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

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

Contractor's Initials Here: JB

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 Contractor's 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 Contractor and all Contractor's 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 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.

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. **FORCE MAJEURE CLAUSE:** Contractor shall be excused from performance hereunder during the time and to the extent that it is prevented from obtaining delivery, or performing by act of God, fire, strike, loss, or shortage of transportation facilities, lock-out, commandeering of materials, product, plant, or facilities by the government, or pandemic when satisfactory evidence thereof is presented to the District, provided that it is satisfactorily established that the non-performance is not due to the fault or neglect of the Contractor. Any delay associated with any Infectious Disease, or any federal, state, or local order relating thereto, shall not be considered a Force Majeure Event unless it renders Contractor's performance of the Services impossible, and that event was not reasonably foreseeable at the time of the execution of this Agreement.

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

11. **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.

12. **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.

13. **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.

14. **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.

15. **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).

16. **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.

17. **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.

18. **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).

19. **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.

20. **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.

21. **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.

22. **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.

23. **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.

24. **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.

25. **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.

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

27. **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.

28. **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 Contractor's 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.

29. **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.

11. Infectious Disease Requirements

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

Contractor's Initials Here: JB

INFECTIOUS DISEASE REQUIREMENTS FOR INDEPENDENT CONTRACTOR AGREEMENT FOR PROFESSIONAL SERVICES

1. **Compliance with Orders.** Contractor and its Subcontractors, agents and employees thereof, are responsible for complying with all applicable and existing federal, State, and/or local statutes, orders, rules, regulations, ordinances, and/or directives in any way relating to site safety, the Work, and the District site(s), in connection with any infectious and communicable disease in any form, whether bacterial or viral, including, without limitation, MSRA, influenza, COVID-19, and/or any similar virus or derivative strain ("**Infectious Disease**"). Contractor shall ensure its employees on District sites are trained and knowledgeable of all these requirements to ensure full compliance on any District site(s) and during the Work. Contractor's obligations hereunder shall include, without limitation providing personal protective equipment ("**PPE**") to its employees and to ensure that its subcontractors provide PPE equipment to its employees to prevent the spread of an Infectious Disease at District site(s).

2. **Infectious Disease & Extra Work.**

   2.1. Contractor agrees that the Agreement Price is based on Contractor's full compliance with all applicable and existing federal, state, and/or local statutes, orders, rules, regulations, ordinances, and/or directives relating to site safety, the Work, and District site(s) in relation with an Infectious Disease at the time the Parties entered into the Agreement. Therefore, any additional costs to Contractor associated with an Infectious Disease, or any federal, state, or local order relating thereto, shall not be considered compensable unless:

   2.1.1. It occurred after the date the Parties entered into this Agreement;

   2.1.2. It materially increases the Agreement Price by imposing different, additional or more stringent requirements; and

   2.1.3. Contractor notifies District within ten (10) Days of notice of any new public health order(s), including the anticipated increase to the Agreement Price due to the new public health order(s), and Contractor substantiates those costs with detailed supporting documentation.

   2.2. If, during the Work, the applicable and existing federal, state, and/or local statutes, orders, rules, regulations, ordinances, and/or directives relating to site safety, the Work, and/or District site(s) in connection with an Infectious Disease, are changed or rescinded (e.g., by the reduction of potential exposure or risk due to vaccinations), the parties agree to reduce the Agreement Amount due to the removal of the required efforts. If the parties cannot mutually agree on the appropriate reduction, District may issue a notice of equitable adjust for an amount of time and money it determines to be both reasonable and appropriate.

3. **Infectious Disease Release.** Contractor acknowledges that it is voluntarily and freely entering into the Agreement for the Work and deciding to perform the Work which will require Contractor to enter upon and into District site(s) and that Contractor use of District site(s) includes the possible exposure to and illness from an Infectious Disease. Contractor further acknowledges the dangers involved and with full knowledge of these dangers, voluntarily agrees to assume all risks of bodily injury, death, or property damage, whether those risks are known or unknown. Contractor hereby releases District, its agents, representatives, officers, consultants, employees, trustees, and volunteers from any and all

liabilities, causes of action, lawsuits, claims, demands, or damages of any kind whatsoever that Contractor, its staff, participants, relatives, children, spouse, partner, household members, family members, employees, guests, invitees, volunteers, agents, consultants, Subcontractors, and any other person tracing exposure or illness to Contractor, now have, or may have in the future, for injury, trauma, illness, loss, unwanted contact, harassment, disability, death or property damages related to being exposed to or contracting an Infectious Disease while using any District site(s) for the performance of the Work. Contractor shall include this paragraph in all subcontracts with subcontractors/subconsultants.

4. Contractor shall ensure it has employees onsite that are trained and knowledgeable of these requirements to ensure full compliance on District site(s).

5. Any cost to comply with these "Infectious Disease Compliance Provisions" shall be at Contractor's sole expense and expense but may be included in the Agreement Price.

12. Type of Entity check one of the following:

☐ Individual ☐ Sole Proprietorship ☐ Partnership ☐ Limited Partnership ☐ Corporation
☐ Limited Liability Company ☐ Other: _____

Employer Identification and/or SSN#:

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.

(This portion to be filled out by District Representative)

13. Dept/Site Budget Program

Please provide full SACS coding

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 h full power and authority to enter into the Agreement:

Approvals Required Prior to Contract Start Date

Requesting Administrator	Contractor:
Mountain View Whisman School District	Contractor Name: Bay Area Chess
Dated: 01/10, 2024	Dated: 12/22/23, 2023
Signature: A. Siam	Signature:
Print Name: Arline Siam	Print Name: James Bethany
Print Title: Principal	Print Title: Director

APPROVAL	
Authorized Signer	**Superintendent/Designee**
Dated: _____, 20____	Dated: _____, 20____
Signature: _____	Signature: _____
Print Name: _____	Print Name: _____
Print Title: _____	Print Title: _____

Board of Trustees Action (District Office Use Only)

Board of Trustees Meeting Date: _____ For Contract: Review Ratification

Mountain View Whisman School District

Independent Contractor for Professional Services Agreement

(Non-Construction Related)

THIS AGREEMENT is made and entered into on January 25, 20 24 ("**Agreement**"), by and between and **Mountain View Whisman School District** ("**District**") and Girls on the Run of Silicon Valley ("**Contractor**"). Contractor and District may be referred to herein individually as a "**Party**" or collectively as the "**Parties.**"

1. Services Check one of the options below

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. 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.

☐ **Option 1** - As indicated in Exhibit A – attached ☑ **Option 2** - Services explained as follows:

Girls on the Run is a curriculum-based SEL program for girls (or those that identify as girls), which teaches important life skills and trains them to complete a 5K run/walk event. Teams meet for ten weeks, twice per week after school, for 1.5 hours with trained volunteer coaches. The Imai team (up to 15 students) will meet on T/F from 2:50-4:20 P.M., beginning March 5, 2024 and ending May 17, 2024.

2. Price & Payment Check one of the options below

Contractor shall furnish the Services to the District for the following compensation ("**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).

☑ **Option 1** – Flat Fee of $ $1,000

☐ **Option 2** - Maximum number of hours at an hourly rate of $ _____ Total not to exceed $ _____

☐ **Option 3** – Other, please explain: Funds will be used to assist with financial need for program costs up to $1,000

3. Contract Dates "Agreement Time"

Services Start Date: March 5, 2024 Services End Date: May 17, 2024

4. Submittal of Documents

Contractor shall not commence the Services under this Agreement until Contractor has submitted the following documents.

☑ Signed Agreement
☑ Insurance Certificates & Endorsements
☑ W-9 Form

5. Classified Service

☐ **YES** ☑ **NO**

Education Code Sections 45100-45139/88000-88040 defines what constitutes classified service. Education Code Sections 44830-44929/87400-87488 defines certificated service. The IRS predisposes an employer/employee relationship when state law mandates such a relationship. Are you currently, or have you ever paid into the California State Public Employees Retirement System or California State Teachers Retirement System?

6. 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:**	Girls on the Run of Silicon Valley
1400 Montecito Ave.	**Street**	PO Box 510
Mountain View, CA 94043	**City, Sate, Zip**	Los Gatos, CA 95031
Attn: Chief Business Officer	**Attn:**	Kathleen Nestler

7. 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, the fingerprinting and criminal background investigation requirements of Education Code section 45125.1 apply to any entity that has a contract with the District.

Contractor's Initials Here: KN

(This portion to be filled out by District Representative)

7. Fingerprinting/Criminal Background/Megan's Law (Sex Offenders)

Check one of the options below:

☑ **1. Contact with Students:** Contractor certifies that Contractor has complied with the fingerprinting and criminal background investigation requirements of Education Code section 45125.1 and that the California Department of Justice has determined that neither Contractor nor any of Contractor's employees, subcontractors, agents, and subcontractors' employees or agents (collectively "**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 interact with District pupils outside the immediate supervision and control of the pupil's parent or guardian or a District employee in the course of providing services pursuant to this Agreement, have been convicted of a felony, as that term is defined in Education Code section 45122.1. Contractor shall immediately provide the District any subsequent arrest and conviction information it receives from the California Department of Justice for those Employees during the course of providing services pursuant to this Agreement. A complete and accurate list of all Employees who may interact with District pupils during the course and scope of this Agreement is attached hereto.

☐ **2. No Contact:** Neither Contractor nor Contractor's Employees will have any interaction with District pupils outside the immediate supervision and control of the pupil's parent or guardian or a District employee so that the fingerprinting and criminal background investigation requirements of Education Code section 45125.1 do not apply to Contractor for the services provided 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.

☐ **3. Emergency /Exceptional Situation:** Agreement is provided in an emergency or exceptional situation, such as when pupil health or safety is endangered, and the District will take appropriate steps to protect the safety of any pupil that may interact with Contractor and/or Contractor's Employees so that Contractor and/or Contractor's Employees do no interact with District pupils outside the immediate supervision and control of the pupil's parent or guardian or a District employee in the course of providing services pursuant to this Agreement. (Ed. Code, § 45125.1 (c).) 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.

☐ **4. Sole Proprietor:** Contractor is a sole proprietor and in compliance with Education Code section 45125.1 (h)(1)-(2), the District confirmed with the California Department of Justice that Contractor has not been convicted of a felony, as that term is defined in Education Code section 45122.1, pursuant to the requirements of Education Code section 45125.1 (a). 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.

District Representative Name & Initials: Arline Siam AS

8. Tuberculosis (TB) Screening

Contractor has obtained any required TB clearance(s) and will maintain and immediately produce those clearance(s) to District upon the District's request. **Contractor's Initials Here:** KN

(This portion to be filled out by District Representative)

8. Tuberculosis (TB) Screening

Select one option below:

☑ Contractor has obtained any required TB clearance(s) and will maintain and immediately produce those clearance(s) to District upon the District's request.

☐ **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.

District Representative initials here: AS

9. 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

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

Contractor's Initials Here: KN

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 Contractor's 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 Contractor and all Contractor's 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 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.

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. **FORCE MAJEURE CLAUSE:** Contractor shall be excused from performance hereunder during the time and to the extent that it is prevented from obtaining delivery, or performing by act of God, fire, strike, loss, or shortage of transportation facilities, lock-out, commandeering of materials, product, plant, or facilities by the government, or pandemic when satisfactory evidence thereof is presented to the District, provided that it is satisfactorily established that the non-performance is not due to the fault or neglect of the Contractor. Any delay associated with any Infectious Disease, or any federal, state, or local order relating thereto, shall not be considered a Force Majeure Event unless it renders Contractor's performance of the Services impossible, and that event was not reasonably foreseeable at the time of the execution of this Agreement.

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

11. **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.

12. **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.

13. **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.

14. **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.

15. **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).

16. **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.

17. **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.

18. **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).

19. **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.

20. **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.

21. **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.

22. **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.

23. **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.

24. **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.

25. **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.

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

27. **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.

28. **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 Contractor's 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.

29. **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.

11. Infectious Disease Requirements

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

Contractor's Initials Here: KN

INFECTIOUS DISEASE REQUIREMENTS FOR INDEPENDENT CONTRACTOR AGREEMENT FOR PROFESSIONAL SERVICES

1. **Compliance with Orders.** Contractor and its Subcontractors, agents and employees thereof, are responsible for complying with all applicable and existing federal, State, and/or local statutes, orders, rules, regulations, ordinances, and/or directives in any way relating to site safety, the Work, and the District site(s), in connection with any infectious and communicable disease in any form, whether bacterial or viral, including, without limitation, MSRA, influenza, COVID-19, and/or any similar virus or derivative strain ("**Infectious Disease**"). Contractor shall ensure its employees on District sites are trained and knowledgeable of all these requirements to ensure full compliance on any District site(s) and during the Work. Contractor's obligations hereunder shall include, without limitation providing personal protective equipment ("**PPE**") to its employees and to ensure that its subcontractors provide PPE equipment to its employees to prevent the spread of an Infectious Disease at District site(s).

2. **Infectious Disease & Extra Work.**

   2.1. Contractor agrees that the Agreement Price is based on Contractor's full compliance with all applicable and existing federal, state, and/or local statutes, orders, rules, regulations, ordinances, and/or directives relating to site safety, the Work, and District site(s) in relation with an Infectious Disease at the time the Parties entered into the Agreement. Therefore, any additional costs to Contractor associated with an Infectious Disease, or any federal, state, or local order relating thereto, shall not be considered compensable unless:

   2.1.1. It occurred after the date the Parties entered into this Agreement;

   2.1.2. It materially increases the Agreement Price by imposing different, additional or more stringent requirements; and

   2.1.3. Contractor notifies District within ten (10) Days of notice of any new public health order(s), including the anticipated increase to the Agreement Price due to the new public health order(s), and Contractor substantiates those costs with detailed supporting documentation.

   2.2. If, during the Work, the applicable and existing federal, state, and/or local statutes, orders, rules, regulations, ordinances, and/or directives relating to site safety, the Work, and/or District site(s) in connection with an Infectious Disease, are changed or rescinded (e.g., by the reduction of potential exposure or risk due to vaccinations), the parties agree to reduce the Agreement Amount due to the removal of the required efforts. If the parties cannot mutually agree on the appropriate reduction, District may issue a notice of equitable adjust for an amount of time and money it determines to be both reasonable and appropriate.

3. **Infectious Disease Release.** Contractor acknowledges that it is voluntarily and freely entering into the Agreement for the Work and deciding to perform the Work which will require Contractor to enter upon and into District site(s) and that Contractor use of District site(s) includes the possible exposure to and illness from an Infectious Disease. Contractor further acknowledges the dangers involved and with full knowledge of these dangers, voluntarily agrees to assume all risks of bodily injury, death, or property damage, whether those risks are known or unknown. Contractor hereby releases District, its agents, representatives, officers, consultants, employees, trustees, and volunteers from any and all

liabilities, causes of action, lawsuits, claims, demands, or damages of any kind whatsoever that Contractor, its staff, participants, relatives, children, spouse, partner, household members, family members, employees, guests, invitees, volunteers, agents, consultants, Subcontractors, and any other person tracing exposure or illness to Contractor, now have, or may have in the future, for injury, trauma, illness, loss, unwanted contact, harassment, disability, death or property damages related to being exposed to or contracting an Infectious Disease while using any District site(s) for the performance of the Work. Contractor shall include this paragraph in all subcontracts with subcontractors/subconsultants.

4. Contractor shall ensure it has employees onsite that are trained and knowledgeable of these requirements to ensure full compliance on District site(s).

5. Any cost to comply with these "Infectious Disease Compliance Provisions" shall be at Contractor's sole expense and expense but may be included in the Agreement Price.

12. Type of Entity check one of the following:

☐ Individual ☐ Sole Proprietorship ☐ Partnership ☐ Limited Partnership ☐ Corporation
☐ Limited Liability Company ☑ Other: 501(c)(3)

Employer Identification and/or SSN#: 01-0628076

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.

(This portion to be filled out by District Representative)

13. Dept/Site Budget Program

Please provide full SACS coding 010-9130-0-5830-00-1110-1000-000000-004-0130

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:

Approvals Required Prior to Contract Start Date

Requesting Administrator	Contractor:
Mountain View Whisman School District	**Contractor Name** Girls on the Run of Silicon Valley
Dated: 11-3, 2023	Dated: October 20, 2023
Signature: A. Siam	Signature: Kathleen Nestler
Print Name: Arline Siam	Print Name: Kathleen Nestler
Print Title: Principal	Print Title: Executive Director

APPROVAL	
Authorized Signer	**Superintendent/Designee**
Dated: _____, 20____	Dated: _____, 20____
Signature: _____	Signature: _____
Print Name: _____	Print Name: _____
Print Title: _____	Print Title: _____

Board of Trustees Action (District Office Use Only)

Board of Trustees Meeting Date: _____ For Contract: Review Ratification

Mountain View Whisman School District

Independent Contractor for Professional Services Agreement

(Non-Construction Related)

THIS AGREEMENT is made and entered into on January 25, 20 24 (**"Agreement"**), by and between and **Mountain View Whisman School District** (**"District"**) and Mission Edge San Diego (**"Contractor"**). Contractor and District may be referred to herein individually as a **"Party"** or collectively as the **"Parties."**

1. Services Check one of the options below

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. 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.

☐ **Option 1** - As indicated in Exhibit A – attached ☑ **Option 2** - Services explained as follows:

"Big Buzz About Bees" presentation to our two kindergarten classes; 40-min lesson focusing on what bees do, the pollination process, bee habitats in the wild and those living in hives; the caste system; impact of seasons on bee life; bee products (honey). All kindergarten students at Monta Loma will participate in the presentations on 2/1/24.

2. Price & Payment Check one of the options below

Contractor shall furnish the Services to the District for the following compensation (**"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).

☑ **Option 1** – Flat Fee of $ 250.00

☐ **Option 2** - Maximum number of hours at an hourly rate of $ _____ Total not to exceed $ _____

☐ **Option 3** – Other, please explain: _____

3. Contract Dates "Agreement Time"

Services Start Date: February 1, 2024 Services End Date: February 1, 2024

4. Submittal of Documents

Contractor shall not commence the Services under this Agreement until Contractor has submitted the following documents.

☑ Signed Agreement
☐ Insurance Certificates & Endorsements
☑ W-9 Form

5. Classified Service

☑ **YES** ☐ **NO**

Education Code Sections 45100-45139/88000-88040 defines what constitutes classified service. Education Code Sections 44830-44929/87400-87488 defines certificated service. The IRS predisposes an employer/employee relationship when state law mandates such a relationship. Are you currently, or have you ever paid into the California State Public Employees Retirement System or California State Teachers Retirement System?

6. 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:**	Sager Family Farm's BBAB sponsored by Mission Edge
1400 Montecito Ave.	**Street**	2457 Baja Cerro Circle
Mountain View, CA 94043	**City, Sate, Zip**	San Diego, CA 92109
Attn: Chief Business Officer	**Attn:**	Kendal Sager

7. 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, the fingerprinting and criminal background investigation requirements of Education Code section 45125.1 apply to any entity that has a contract with the District.

Contractor's Initials Here: KS

(This portion to be filled out by District Representative)

7. Fingerprinting/Criminal Background/Megan's Law (Sex Offenders)

Check one of the options below:

☑ **1. Contact with Students:** Contractor certifies that Contractor has complied with the fingerprinting and criminal background investigation requirements of Education Code section 45125.1 and that the California Department of Justice has determined that neither Contractor nor any of Contractor's employees, subcontractors, agents, and subcontractors' employees or agents (collectively "**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 interact with District pupils outside the immediate supervision and control of the pupil's parent or guardian or a District employee in the course of providing services pursuant to this Agreement, have been convicted of a felony, as that term is defined in Education Code section 45122.1. Contractor shall immediately provide the District any subsequent arrest and conviction information it receives from the California Department of Justice for those Employees during the course of providing services pursuant to this Agreement. A complete and accurate list of all Employees who may interact with District pupils during the course and scope of this Agreement is attached hereto.

☐ **2. No Contact:** Neither Contractor nor Contractor's Employees will have any interaction with District pupils outside the immediate supervision and control of the pupil's parent or guardian or a District employee so that the fingerprinting and criminal background investigation requirements of Education Code section 45125.1 do not apply to Contractor for the services provided 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.

☐ **3. Emergency /Exceptional Situation:** Agreement is provided in an emergency or exceptional situation, such as when pupil health or safety is endangered, and the District will take appropriate steps to protect the safety of any pupil that may interact with Contractor and/or Contractor's Employees so that Contractor and/or Contractor's Employees do no interact with District pupils outside the immediate supervision and control of the pupil's parent or guardian or a District employee in the course of providing services pursuant to this Agreement. (Ed. Code, § 45125.1 (c).) 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.

☐ **4. Sole Proprietor:** Contractor is a sole proprietor and in compliance with Education Code section 45125.1 (h)(1)-(2), the District confirmed with the California Department of Justice that Contractor has not been convicted of a felony, as that term is defined in Education Code section 45122.1, pursuant to the requirements of Education Code section 45125.1 (a). 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.

District Representative Name & Initials: Trisha Lee TL

8. Tuberculosis (TB) Screening

Contractor has obtained any required TB clearance(s) and will maintain and immediately produce those clearance(s) to District upon the District's request. **Contractor's Initials Here:** KS

(This portion to be filled out by District Representative)

8. Tuberculosis (TB) Screening

Select one option below:

☑ Contractor has obtained any required TB clearance(s) and will maintain and immediately produce those clearance(s) to District upon the District's request.

☐ **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.

District Representative initials here: TL

9. 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

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

Contractor's Initials Here: KS

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 Contractor's 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 Contractor and all Contractor's 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 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.

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. **FORCE MAJEURE CLAUSE:** Contractor shall be excused from performance hereunder during the time and to the extent that it is prevented from obtaining delivery, or performing by act of God, fire, strike, loss, or shortage of transportation facilities, lock-out, commandeering of materials, product, plant, or facilities by the government, or pandemic when satisfactory evidence thereof is presented to the District, provided that it is satisfactorily established that the non-performance is not due to the fault or neglect of the Contractor. Any delay associated with any Infectious Disease, or any federal, state, or local order relating thereto, shall not be considered a Force Majeure Event unless it renders Contractor's performance of the Services impossible, and that event was not reasonably foreseeable at the time of the execution of this Agreement.

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

11. **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.

12. **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.

13. **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.

14. **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.

15. **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).

16. **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.

17. **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.

18. **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).

19. **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.

20. **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.

21. **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.

22. **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.

23. **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.

24. **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.

25. **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.

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

27. **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.

28. **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 Contractor's 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.

29. **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.

11. Infectious Disease Requirements

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

Contractor's Initials Here: KS

INFECTIO LS DISEASE REQUIREMENTS FOR INDEPENDENT CONTRACTOR AGREEMENT FOR PROFESSIONAL SERVICES

1. **Compliance with Orders.** Contractor and its Subcontractors, agents and employees thereof, are responsible for complying with all applicable and existing federal, State, and/or local statutes, orders, rules, regulations, ordinances, and/or directives in any way relating to site safety, the Work, and the District site(s), in connection with any infectious and communicable disease in any form, whether bacterial or viral, including, without limitation, MSRA, influenza, COVID-19, and/or any similar virus or derivative strain ("**Infectious Disease**"). Contractor shall ensure its employees on District sites are trained and knowledgeable of all these requirements to ensure full compliance on any District site(s) and during the Work. Contractor's obligations hereunder shall include, without limitation providing personal protective equipment ("**PPE**") to its employees and to ensure that its subcontractors provide PPE equipment to its employees to prevent the spread of an Infectious Disease at District site(s).

2. **Infectious Disease & Extra Work.**

   2.1. Contractor agrees that the Agreement Price is based on Contractor's full compliance with all applicable and existing federal, state, and/or local statutes, orders, rules, regulations, ordinances, and/or directives relating to site safety, the Work, and District site(s) in relation with an Infectious Disease at the time the Parties entered into the Agreement. Therefore, any additional costs to Contractor associated with an Infectious Disease, or any federal, state, or local order relating thereto, shall not be considered compensable unless:

   2.1.1. It occurred after the date the Parties entered into this Agreement;

   2.1.2. It materially increases the Agreement Price by imposing different, additional or more stringent requirements; and

   2.1.3. Contractor notifies District within ten (10) Days of notice of any new public health order(s), including the anticipated increase to the Agreement Price due to the new public health order(s), and Contractor substantiates those costs with detailed supporting documentation.

   2.2. If, during the Work, the applicable and existing federal, state, and/or local statutes, orders, rules, regulations, ordinances, and/or directives relating to site safety, the Work, and/or District site(s) in connection with an Infectious Disease, are changed or rescinded (e.g., by the reduction of potential exposure or risk due to vaccinations), the parties agree to reduce the Agreement Amount due to the removal of the required efforts. If the parties cannot mutually agree on the appropriate reduction, District may issue a notice of equitable adjust for an amount of time and money it determines to be both reasonable and appropriate.

3. **Infectious Disease Release.** Contractor acknowledges that it is voluntarily and freely entering into the Agreement for the Work and deciding to perform the Work which will require Contractor to enter upon and into District site(s) and that Contractor use of District site(s) includes the possible exposure to and illness from an Infectious Disease. Contractor further acknowledges the dangers involved and with full knowledge of these dangers, voluntarily agrees to assume all risks of bodily injury, death, or property damage, whether those risks are known or unknown. Contractor hereby releases District, its agents, representatives, officers, consultants, employees, trustees, and volunteers from any and all

liabilities, causes of action, lawsuits, claims, demands, or damages of any kind whatsoever that Contractor, its staff, participants, relatives, children, spouse, partner, household members, family members, employees, guests, invitees, volunteers, agents, consultants, Subcontractors, and any other person tracing exposure or illness to Contractor, now have, or may have in the future, for injury, trauma, illness, loss, unwanted contact, harassment, disability, death or property damages related to being exposed to or contracting an Infectious Disease while using any District site(s) for the performance of the Work. Contractor shall include this paragraph in all subcontracts with subcontractors/subconsultants.

4. Contractor shall ensure it has employees onsite that are trained and knowledgeable of these requirements to ensure full compliance on District site(s).

5. Any cost to comply with these "Infectious Disease Compliance Provisions" shall be at Contractor's sole expense and expense but may be included in the Agreement Price.

12. Type of Entity check one of the following:

☐ Individual ☐ Sole Proprietorship ☐ Partnership ☐ Limited Partnership ☐ Corporation
☐ Limited Liability Company ☑ Other: 501(c)3

Employer Identification and/or SSN#: 27-2938491

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.

(This portion to be filled out by District Representative)

13. Dept/Site Budget Program

Please provide full SACS coding PTA is paying for total cost via direct check to organization

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:

Approvals Required Prior to Contract Start Date

Requesting Administrator	Contractor:
Mountain View Whisman School District	**Contractor Name:** Sager Family Farm☒ BBAB fiscally sponsored by Mission Edge
Dated: January 9, 2024	Dated: January 9, 2024
Signature: Trisha Lee	Signature: Kendal Sager
Print Name: Trisha Lee	Print Name: Kendal Sager
Print Title: Principal	Print Title: Executive Director

APPROVAL	
Authorized Signer	**Superintendent/Designee**
Dated: _____, 20____	Dated: _____, 20____
Signature: _____	Signature: _____
Print Name: _____	Print Name: _____
Print Title: _____	Print Title: _____

Board of Trustees Action (District Office Use Only)

Board of Trustees Meeting Date: _____ For Contract: Review Ratification

Mission Edge 2024

Final Audit Report 2024-01-09

Created:	2024-01-09
By:	Trisha Lee (tlee@mvwsd.org)
Status:	Signed
Transaction ID:	CBJCHBCAABAACvML7paFcgaPIJcaeSGkdBPCV8c1-sQg

"Mission Edge 2024" History

Document created by Trisha Lee (tlee@mvwsd.org)
2024-01-09 - 10:26:09 PM GMT- IP address: 207.31.25.40

Document emailed to Kendal Sager (kendal@sagerfamilyfarm.com) for signature
2024-01-09 - 10:27:24 PM GMT

Email viewed by Kendal Sager (kendal@sagerfamilyfarm.com)
2024-01-09 - 10:59:24 PM GMT- IP address: 66.249.84.67

Document e-signed by Kendal Sager (kendal@sagerfamilyfarm.com)
Signature Date: 2024-01-09 - 11:07:26 PM GMT - Time Source: server- IP address: 104.56.244.11

Agreement completed.
2024-01-09 - 11:07:26 PM GMT

The Lawrence Hall of Science
UNIVERSITY OF CALIFORNIA, BERKELEY

OUTREACH AGREEMENT/PTA BCMS # 19745 Program Date: 2/27/2024

This Outreach Agreement ("Agreement") effective as of the date of the parties' final signature below ("Effective Date"), is by and between The Regents of the University of California, a California public corporation ("University"), on behalf of its Lawrence Hall of Science ("The Lawrence") at its Berkeley campus, and **Theuerkauf PTA**, "Party" hereinafter refers to each Party individually, or collectively as "Parties." This Agreement is subject to cancellation unless **total payment or a purchase order** in the amount of **$1,400.00** is received by **2/6/2024.** This Agreement terminates the first June 30 following the Effective Date, or the date of the last Program Date, whichever is later, ("Term"), unless earlier terminated in accordance with the terms of this Agreement.

Upon satisfaction of the terms and conditions set forth below,The Lawrence will present the following Programs at the times and locations specified below and on the Schedule below ("Program"):

Group: **Theuerkauf PTA**
Site: **Theuerkauf Elementary**
Address, City, Zip: **Held at Theuerkauf Elementary at 1625 San Luis Ave, Mountain View, 94043**

Person making reservation: **Smita Venkat / Emily Chang**
Reserver's Phone:

Contact person at site: **Smita Venkat / Gabriela Cardiel (secty at school) gardiel@mvwsd.org**
Contact Email: **venkat.smita@gmail.com , emilyrainschang@gmail.com**
Site Phone: **650-903-6925 (school)**

Special considerations: "35% of our students are learning English as second language and 32% of our students are from low-income families." Danielle Lyons is Principal dlyons@mvwsd.org, Gabriela Cardiel is the school Secretary gcardiel@mvwsd.org. All sessions must be held in same room, indoors. Nothing else going on in room during program and all must remain set up, safe & undisturbed during breaks. 1 hour set up, 1 hour breakdown. Please be sure there is a clear path to the exit during breakdown. **NOTE: for your safety and ours, mask wearing is strongly encouraged.* **VOLUNTEER REQUIREMENT for Festivals: *10-12 adult volunteers required to arrive by 9:45am (30 minutes prior to start of program).** Forms 61690, Const # 20726509.
Other school contact: Danielle Lyons dlyons@mvwsd.org.

Theuerkauf PTA ("Organization") will pay the following for presentation of the Program on the Schedule below:

Cost for 3 session(s): $1,400.00

$0 travel fee applies to outreach programs 0-79 mile radius. If 80 or more miles away, a $320 travel fee applies.
Travel Cost for 0-79 miles away (flat fee): $0.00
Adjustments:

TOTAL PROGRAM COST: $1,400.00
The following Program(s) have been reserved and will be held at your site:

Time	Grade(s)	Students	Title	Room
10:15-11:05	TK-K	100	Build, Engineer, and Invent!	MPR
11:20-12:10	Gr 3-5	150	Build, Engineer, and Invent!	MPR
12:40-1:30	Gr 1-2	100	Build, Engineer, and Invent!	MPR

The Lawrence Hall of Science
UNIVERSITY OF CALIFORNIA, BERKELEY

Responsibilities of Organization

Agreement(s) and Payment Due Dates
This contract, with authorized signature, needs to be received on the date indicated in the first paragraph above or your Program will be cancelled. If a consultant Agreement or additional Agreement is required by your Organization, then such Agreement with or prior to Organization's signature of this Agreement, and your payment is due 45 days from today or 6 weeks prior to your Program delivery date (whichever comes first).
Payments can be made by purchase order, Visa, MasterCard, Discover or American Express, or by a single check made payable to The Regents of the University of California.

Rescheduling
You may reschedule your Program up to 6 weeks in advance of the delivery date. Rescheduling will be done based on resource availability and cannot be guaranteed.

Cancellations
You may cancel your Program up to 6 weeks in advance of the delivery date with no penalty. For cancellations made less than 6 weeks in advance, no refunds will be issued.

The Lawrence has the right to cancel or modify the Program due to such required or voluntary compliance or due to other health and safety concerns, as determined by The Lawrence in its reasonable discretion, and The Lawrence is not responsible or liable for any losses or damages incurred by Organization or any other party arising out of any such cancellation or modification of the Program. The Lawrence also has the right but not the obligation to deliver the Program remotely, for example, via Zoom or other electronic medium at its discretion.

In the event The Lawrence exercises such right to cancel the Program, Organization will be entitled to a refund of any pre-paid amounts. Organization will not be entitled to any refund or discount for remote delivery of the Program.

Program Details
You are responsible for checking the dates, times and Program title and notifying us within 72 hours from the date we email the contract to you if there is an error so corrections can be made.

Maximum Enrollment
Our maximum number of students per Program is set to ensure the quality and safety of the experience; students exceeding the maximum enrollment will not be admitted. The maximum for your Program is stated on The Lawrence website and in your sales item information.

Program Requirements
Program location must be accessible by elevator and ramps and be available for Program set up and clean up an hour prior to and post the Program delivery times.
All Programs on one day need to take place in the same location.
An Organization staffmember or teacher/school staffmember if the Site is a school needs to be present during all Program presentations.

Responsibility for Participants and Volunteers including adult Volunteers.
All persons participating and/or volunteering in the Program shall be under Organization's care, custody and control (including any Organization-required background checks) during the Program. Organization shall ensure that all participants comply with University rules (whether in-person or remote-delivery activities). The Lawrence reserves the right to remove (or require the Organization to remove) participants that violate University rules (for in-person or remote activities, as applicable). For in-person activities, Organization is responsible for any participants that become

ill during the activities, and for responding to such illness appropriately (e.g., removal from the activity, isolation, medical care and transport, as applicable).

Access to University Campus and Facilities
Organization, its staff, volunteers and all other associates will not travel to University Campus as part of this Agreement without modification of this section.

General Terms and Conditions

Intellectual Property.
The Regents of the University of California will retain all rights, title, and interest in and to any and all intellectual property delivered or generated in the course of providing services to Client, and no transfer of such intellectual property will be made by such performance or generation.

Force Majuere
Neither Party shall be deemed to be in default of or to have breached any provision of this Agreement (other than payment obligations) due to a delay, failure in performance or interruption of service, if such performance or service are impossible to execute, illegal or commercially impracticable, because of the following "force majeure" occurrences: acts of God, acts of civil or military authorities, civil disturbances, wars, strikes or other labor disputes, transportation contingencies, freight embargoes, acts or orders of any government or agency or official thereof, earthquakes, fires, floods, unusually severe weather, epidemics, pandemics, quarantine restrictions and other catastrophes or any other similar occurrences beyond such party's reasonable control. In every case, the delay or failure in performance or interruption of service must be without the fault or negligence of the Party claiming excusable delay and the Party claiming excusable delay must promptly notify the other Party of such delay. Performance time under this Agreement shall be considered extended for a period of time equivalent to the time lost because of the force majeure occurrence; provided, however, that if any such delay continues for a period of more than thirty (30) days, Univerity shall have the option of terminating this Agreement upon written notice to **Theuerkauf PTA**.

Indemnification
1. Organization Indemnity. Organization shall defend, indemify and hold the Regents of the University of California ("University"), its officers , employees, and agents harmless from and against any and all liability, loss, expense (including reasonable attorneys' fees), or claims for injury or damages arising out of the performance of this Agreement, but only in proportion to and to the extent such liability, loss, expense, attorney's fees, or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of Organization, its officers, employees, or agents.
2. University Indemnity. University shall defend, indemnify and hold Organization, its officers, employees, and agents harmless from and against any and all liability, loss, expense (including reasonable attorneys' fees), or claims for injury or damages arising out of the performance of this Agreement, but only in proportion to and to the extent such liability, loss, expense, attorney's fees, or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of University, its officers, employees, or agents.

Insurance
University will keep in full force and effect self-insurance with coverages as follows:
1. Commercial Form General Liability Insurance with minimum limits of $1,000,000 per occurrence and $2,000,000 general aggregate. This policy shall cover, among other risks, contractual liability, personal injury, property damage, and products liability if applicable.
2. Workers' Compensation Insurance as required by applicable law.

The Lawrence Hall of Science
UNIVERSITY OF CALIFORNIA, BERKELEY

For the general liaiblity coverage, University will endorse Organization as an additional insured. This provision will only apply in proportion to and to the extent of the negligent acts or omissions of University, its officers, agents, or employees.

The University's insurance coverage will be primary and will not participate with or be excess over any valid and collectible insurance or program of self-insurance carried or maintained by Organization

Other Matters

Any terms included in a purchase order issued pursuant to this contract will be binding only as to the terms of payment.

Parties agree that students will be supervised by MVWSD employee(s) at all times

Return of the Signed Agreement

The Agreement must be signed by an authorized official and returned to the The Lawrence Hall of Science to be valid.

Email to: lhsreg@berkeley.edu
Mail to: The Lawrence Hall of Science
Attn: Registration Office
1 Centennial Drive
Berkeley, CA 94720-5200

The Lawrence Hall of Science
UNIVERSITY OF CALIFORNIA, BERKELEY

Outreach Contract#: 19745 **Program Date: 2/27/2024**

The undersigned is duly authorized by Organization to sign this contract and, if applicable, that Organization is duly authorized to represent third parties receiving the Program hereunder.

Theuerkauf PTA
By:_____
Signature Date

_____
Name and Title

University

By:_____
Signature Date

_____
Name and Title

Space Below for staff only:
Date Taken: Fin. 12/15/23 by: RM_____ Review/Sent: 1/4/24 By:RM_____
Agreement Rec'd: _____ Sent to legal: _____ Ret'd from legal: _____ Ret'd to School: _
BCMS#: _____ BCMS Entered on: _____ By: _____ Fully executed on: _____
Amount Rec'd: _____ Date: _____ Receipt #: _____ Map to: _____
PO#:_____ Amount:_____ Rec'd On:_____
Ck. Or CC. Rec'd on:_____ Amount:_____ Receipt:_____

Mountain View Whisman School District

Independent Contractor for Professional Services Agreement

(Non-Construction Related)

THIS AGREEMENT is made and entered into on January 25, 20 24 ("Agreement"), by and between and Mountain View Whisman School District ("District") and Youth Science Institute ("Contractor"). Contractor and District may be referred to herein individually as a "Party" or collectively as the "Parties."

1. Services Check one of the options below

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. 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.

☐ Option 1 - As indicated in Exhibit A – attached ☑ Option 2 - Services explained as follows:

We are providing a Life in a Pond program to 3 groups of students in PreK

Students will learning about the Pond ecosystem and have an opportunity to interact with live animals while an instructor is present

We will begin these programs at 9.00 am and end at 11.00 am

2. Price & Payment Check one of the options below

Contractor shall furnish the Services to the District for the following compensation ("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).

☑ Option 1 – Flat Fee of $ 835

☐ Option 2 - Maximum number of hours at an hourly rate of $ _____ Total not to exceed $ _____

☐ Option 3 – Other, please explain: _____

3. Contract Dates "Agreement Time"

Services Start Date: May 29th, 2024 Services End Date: May 29th, 2024

4. Submittal of Documents

Contractor shall not commence the Services under this Agreement until Contractor has submitted the following documents.

☑ Signed Agreement
☑ Insurance Certificates & Endorsements
☑ W-9 Form

5. Classified Service

☐ YES ☑ NO

Education Code Sections 45100-45139/88000-88040 defines what constitutes classified service. Education Code Sections 44830-44929/87400-87488 defines certificated service. The IRS predisposes an employer/employee relationship when state law mandates such a relationship. Are you currently, or have you ever paid into the California State Public Employees Retirement System or California State Teachers Retirement System?

6. 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:	Youth Science Institute
1400 Montecito Ave.	Street	296 Garden Hill
Mountain View, CA 94043	City, Sate, Zip	Los Gatos, CA, 95032
Attn: Chief Business Officer	Attn:	Executive Director Erika Buck

7. 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, the fingerprinting and criminal background investigation requirements of Education Code section 45125.1 apply to any entity that has a contract with the District.

Contractor's Initials Here: OK

(This portion to be filled out by District Representative)

7. Fingerprinting/Criminal Background/Megan's Law (Sex Offenders)

Check one of the options below:

☑ **1. Contact with Students:** Contractor certifies that Contractor has complied with the fingerprinting and criminal background investigation requirements of Education Code section 45125.1 and that the California Department of Justice has determined that neither Contractor nor any of Contractor's employees, subcontractors, agents, and subcontractors' employees or agents (collectively "**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 interact with District pupils outside the immediate supervision and control of the pupil's parent or guardian or a District employee in the course of providing services pursuant to this Agreement, have been convicted of a felony, as that term is defined in Education Code section 45122.1. Contractor shall immediately provide the District any subsequent arrest and conviction information it receives from the California Department of Justice for those Employees during the course of providing services pursuant to this Agreement. A complete and accurate list of all Employees who may interact with District pupils during the course and scope of this Agreement is attached hereto.

☐ **2. No Contact:** Neither Contractor nor Contractor's Employees will have any interaction with District pupils outside the immediate supervision and control of the pupil's parent or guardian or a District employee so that the fingerprinting and criminal background investigation requirements of Education Code section 45125.1 do not apply to Contractor for the services provided 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.

☐ **3. Emergency /Exceptional Situation:** Agreement is provided in an emergency or exceptional situation, such as when pupil health or safety is endangered, and the District will take appropriate steps to protect the safety of any pupil that may interact with Contractor and/or Contractor's Employees so that Contractor and/or Contractor's Employees do no interact with District pupils outside the immediate supervision and control of the pupil's parent or guardian or a District employee in the course of providing services pursuant to this Agreement. (Ed. Code, § 45125.1 (c).) 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.

☐ **4. Sole Proprietor:** Contractor is a sole proprietor and in compliance with Education Code section 45125.1 (h)(1)-(2), the District confirmed with the California Department of Justice that Contractor has not been convicted of a felony, as that term is defined in Education Code section 45122.1, pursuant to the requirements of Education Code section 45125.1 (a). 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.

District Representative Name & Initials: Terri W. Kemper TWK

8. Tuberculosis (TB) Screening

Contractor has obtained any required TB clearance(s) and will maintain and immediately produce those clearance(s) to District upon the District's request. **Contractor's Initials Here:** OK

(This portion to be filled out by District Representative)

8. Tuberculosis (TB) Screening

Select one option below:

☑ Contractor has obtained any required TB clearance(s) and will maintain and immediately produce those clearance(s) to District upon the District's request.

☐ **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.

District Representative Initials here: TWK

9. 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

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

Contractor's Initials Here: OK

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 Contractor's 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 Contractor and all Contractor's 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 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.

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. **FORCE MAJEURE CLAUSE:** Contractor shall be excused from performance hereunder during the time and to the extent that it is prevented from obtaining delivery, or performing by act of God, fire, strike, loss, or shortage of transportation facilities, lock-out, commandeering of materials, product, plant, or facilities by the government, or pandemic when satisfactory evidence thereof is presented to the District, provided that it is satisfactorily established that the non-performance is not due to the fault or neglect of the Contractor. Any delay associated with any Infectious Disease, or any federal, state, or local order relating thereto, shall not be considered a Force Majeure Event unless it renders Contractor's performance of the Services impossible, and that event was not reasonably foreseeable at the time of the execution of this Agreement.

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

11. **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.

12. **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.

13. **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.

14. **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.

15. **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).

16. **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.

17. **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.

18. **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).

19. **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.

20. **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.

21. **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.

22. **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.

23. **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.

24. **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.

25. **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.

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

27. **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.

28. **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 Contractor's 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.

29. **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.

11. Infectious Disease Requirements

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

Contractor's Initials Here: OK

INFECTIOUS DISEASE REQUIREMENTS FOR INDEPENDENT CONTRACTOR AGREEMENT FOR PROFESSIONAL SERVICES

1. **Compliance with Orders.** Contractor and its Subcontractors, agents and employees thereof, are responsible for complying with all applicable and existing federal, State, and/or local statutes, orders, rules, regulations, ordinances, and/or directives in any way relating to site safety, the Work, and the District site(s), in connection with any infectious and communicable disease in any form, whether bacterial or viral, including, without limitation, MSRA, influenza, COVID-19, and/or any similar virus or derivative strain ("Infectious Disease"). Contractor shall ensure its employees on District sites are trained and knowledgeable of all these requirements to ensure full compliance on any District site(s) and during the Work. Contractor's obligations hereunder shall include, without limitation providing personal protective equipment ("PPE") to its employees and to ensure that its subcontractors provide PPE equipment to its employees to prevent the spread of an Infectious Disease at District site(s).

2. **Infectious Disease & Extra Work.**

   2.1. Contractor agrees that the Agreement Price is based on Contractor's full compliance with all applicable and existing federal, state, and/or local statutes, orders, rules, regulations, ordinances, and/or directives relating to site safety, the Work, and District site(s) in relation with an Infectious Disease at the time the Parties entered into the Agreement. Therefore, any additional costs to Contractor associated with an Infectious Disease, or any federal, state, or local order relating thereto, shall not be considered compensable unless:

   2.1.1. It occurred after the date the Parties entered into this Agreement;

   2.1.2. It materially increases the Agreement Price by imposing different, additional or more stringent requirements; and

   2.1.3. Contractor notifies District within ten (10) Days of notice of any new public health order(s), including the anticipated increase to the Agreement Price due to the new public health order(s), and Contractor substantiates those costs with detailed supporting documentation.

   2.2. If, during the Work, the applicable and existing federal, state, and/or local statutes, orders, rules, regulations, ordinances, and/or directives relating to site safety, the Work, and/or District site(s) in connection with an Infectious Disease, are changed or rescinded (e.g., by the reduction of potential exposure or risk due to vaccinations), the parties agree to reduce the Agreement Amount due to the removal of the required efforts. If the parties cannot mutually agree on the appropriate reduction, District may issue a notice of equitable adjust for an amount of time and money it determines to be both reasonable and appropriate.

3. **Infectious Disease Release.** Contractor acknowledges that it is voluntarily and freely entering into the Agreement for the Work and deciding to perform the Work which will require Contractor to enter upon and into District site(s) and that Contractor use of District site(s) includes the possible exposure to and illness from an Infectious Disease. Contractor further acknowledges the dangers involved and with full knowledge of these dangers, voluntarily agrees to assume all risks of bodily injury, death, or property damage, whether those risks are known or unknown. Contractor hereby releases District, its agents, representatives, officers, consultants, employees, trustees, and volunteers from any and all

liabilities, causes of action, lawsuits, claims, demands, or damages of any kind whatsoever that Contractor, its staff, participants, relatives, children, spouse, partner, household members, family members, employees, guests, invitees, volunteers, agents, consultants, Subcontractors, and any other person tracing exposure or illness to Contractor, now have, or may have in the future, for injury, trauma, illness, loss, unwanted contact, harassment, disability, death or property damages related to being exposed to or contracting an Infectious Disease while using any District site(s) for the performance of the Work. Contractor shall include this paragraph in all subcontracts with subcontractors/subconsultants.

4. Contractor shall ensure it has employees onsite that are trained and knowledgeable of these requirements to ensure full compliance on District site(s).

5. Any cost to comply with these "Infectious Disease Compliance Provisions" shall be at Contractor's sole expense and expense but may be included in the Agreement Price.

12. Type of Entity check one of the following:

☐ Individual ☐ Sole Proprietorship ☐ Partnership ☐ Limited Partnership ☐ Corporation
☐ Limited Liability Company ☑ Other: Nonprofit Organization

Employer Identification and/or SSN#: 94-1265213

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.

(This portion to be filled out by District Representative)

13. Dept/Site Budget Program

Please provide full SACS coding 120-9010-0-5830-00-0001-1000-000000-009-0270

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:

Approvals Required Prior to Contract Start Date

Requesting Administrator	Contractor:
Mountain View Whisman School District	Contractor Name: Youth Science Institute
Dated: 1/12, 2024	Dated: December 15th, 2023
Signature: T. W. Kemper	Signature: Olivia Kramer
Print Name: Terri W. Kemper	Print Name: Olivia Kramer
Print Title: Director, Preschool Programs	Print Title: Program Administrator

APPROVAL	
Authorized Signer	Superintendent/Designee
Dated: _____, 20____	Dated: _____, 20____
Signature: _____	Signature: _____
Print Name: Cathy Baur	Print Name: Dr. Ayindé Rudolph
Print Title: Chief Academic Officer	Print Title: Superintendent

Board of Trustees Action (District Office Use Only)

Board of Trustees Meeting Date: _____ For Contract: Review Ratification

Youth Science Institute

School and Group Program Registration Form and Invoice

INVOICE D2324-049	LOG OK
DATE SCHEDULED Dec 14,2023	DESK OK
SCHEDULED BY OK	CAL OK
DATE OF CHANGE	TYPE
CHANGES MADE BY	DB
PAYMENT METHOD	QB
DATE PAID	SENT
RECEIVED BY	DATE

School/Group: MVWSD Preschool at Theuerkauf

Address: 1625 San Luis Ave

City and Zip: Mountain View, CA 94043

School Phone: (650) 526-3500 School Fax:

District:

Primary Contact: Teacher or Coordinator: Olga Redko E-mail: oredko@mvwsd.org

Cell: Work Phone: Home Phone:

Teacher(s):

Other Contact Info:

Program Held at: School (address above) Cross street Room#

Notes on directions, parking, etc.

Program Day: Mon. **& Date:** 5.29.24

Program Title(s): Life in a Pond Length (hrs): .5

Students per Program: 30, 16 Number of Programs: 3 Total Students: 76

Adults per Program: Number of Groups: 3 Total Adults:

Grade Level(s): PreK Maximum Number of Students Allowed Per Program: 30

Program Time(s):

From	To	From	To	From	To
9:00 am	9:30 am				
9:45 am	10:15 am				
10:30 am	11:00 am				

PLEASE NOTE: ☐ School/Group to provide ___ parent helpers per program

☐ Programs must be held in the same room at the School.

Comments:

Fee per Program: $660 Discount/Special Fee: +$175 Travel Fee ☐ FLP

Total Due: $835 Credit Card guarantee ☐ hold ☐ paid ☐ PO#

Send Form to: ☐ Primary email ☐ Other

Payment in full is due no later than 30 days before the program's date.

Please remit payment to our administrative office at:

YSI, 296 Garden Hill Dr., Los Gatos, CA 95032-7669. *For billing concerns call (408)356-4945 x12.*

CANCELLATION POLICY: By receiving this registration, you agree to the following terms of contract

- Cancellations or changes: There will be a $35 fee for changes or cancellations over 45 days in advance of the program date
- There is $175 fee for cancellations within 45 days of the program date
- Day of program no-show are charged full fee
- All classes are limited to 30 students per program. An additional fee of $17.00 per student will be added for classes over 30 students. Additional students will be accepted up to a certain amount, which is left to the discretion of YSI staff.

Please contact the administrative office between 9:00am and 4:30pm (408-356-4945 x12) or email: programs@ysi-ca.org.

www.youthscience.org **office: 408-356-4945**

Dear Theuerkauf Preschool families,

On Wednesday, May 29th our preschool will host an on site visit from the Youth Science Institute (Los Gatos, CA).

The speaker will present: Life in a Pond

What's special about animals that live where it's wet and wild? Children will learn about aquatic adaptations, food chains, and life cycles and examine live aquatic animals.

Estimadas familias del preescolar Theuerkauf:

El miércoles 29 de mayo, nuestro preescolar recibirá una visita del Instituto de Ciencias Juveniles (Los Gatos, CA).

El presentador presentará:La vida en un estanque

¿Qué tienen de especial los animales que viven en lugares húmedos y salvajes? Los niños aprenderán sobre adaptaciones acuáticas, cadenas alimentarias y ciclos de vida y examinarán animales acuáticos vivos.

Mountain View Whisman School District

Agenda Item for Board Meeting of 1/25/2024

Agenda Category: CONSENT AGENDA

Agenda Item Title: School Accountability Report Cards (SARCs)

Estimated Time:

Person Responsible:
Cathy Baur, Chief Academic Officer
Swati Dagar, Director of Curriculum, Instruction, and Assessment

---

Background:
In accordance with the with Education Code sections 33126 and 33126.1, the Board of Trustees must approve the publication of the School Accountability Report Cards. The SARCs provide parents and the community with important information about each school including reporting progress towards goals.

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	1/18/2024
Castro SARC	Backup Material	1/18/2024
Crittenden SARC	Backup Material	1/18/2024
Graham SARC	Backup Material	1/18/2024
Imai SARC	Backup Material	1/18/2024
Landels SARC	Backup Material	1/18/2024
Mistral SARC	Backup Material	1/18/2024
Monta Loma SARC	Backup Material	1/18/2024
Stevenson SARC	Backup Material	1/18/2024
Theuerkauf SARC	Backup Material	1/18/2024
Vargas SARC	Backup Material	1/18/2024

Mountain View Whisman
Benjamin Bubb Elementary
2022-2023 School Accountability Report Card

Published: January 2024

SCHOOL ADMINISTRATION
Mariko Kobata
mkobata@mvwsd.org

SCHOOL INFORMATION
43695916047955
525 Hans Ave.
Mountain View, CA 94040-3103
(650) 526-3480
www.mvwsd.org

SUPERINTENDENT
Dr. Ayindé Rudolph
supt@mvwsd.org

DISTRICT INFORMATION
Mountain View Whisman
1400 Montecito Ave.
Mountain View, CA 94043-3133
(650) 526-3552

BOARD OF EDUCATION
Laura Blakely
Christopher Chiang
Devon Conley
Laura Ramirez Berman
William Lambert

DISTRICT ADMINISTRATION
Dr. Ayindé Rudolph
Superintendent
supt@mvwsd.org

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

SARC INFORMATION

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1st of each year. The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all Local Educational Agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in a LCAP is to be consistent with data reported in the SARC.

- Visit the California Department of Education (CDE) SARC webpage at http://www.cde.ca.gov/ta/ac/sa/, for more information about SARC requirements.
- Visit the CDE LCFF Webpage at http://www.cde.ca.gov/fg/aa/lc/, for more information about the LCFF or LCAP.
- For additional information about the school, parents and community members should contact the school principal or the district office.

DATAQUEST

DataQuest is an online data tool located on the CDE DataQuest Web page at http://dq.cde.ca.gov/dataquest that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

CALIFORNIA SCHOOL DASHBOARD

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

BOARD OF EDUCATION

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

DISTRICT ADMINISTRATION

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

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

DISTRICT MISSION

We inspire, prepare and empower every student.

DISTRICT VISION

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

DISTRICT GOALS

#1 Effective and consistent instructional practices that meet the needs of all students.
#2 Student social emotional health.
#3 Inclusive and welcoming culture.
#4 Effective and engaged employees.
#5 Equitable distribution of resources that support student success

DISTRICT PROFILE

Mountain View Whisman School District (MVWSD) is located in Mountain View, California, a suburban community of over 77,000 approximately 35 miles south of San Francisco. The award-winning district serves a diverse student population in preschool through eighth grade representing a wide range of ethnicities, languages, cultures, and economic status. The district serves 4,800 students in nine elementary schools and two middle schools. After graduating from middle school, students arrive prepared at the Mountain View-Los Altos Union High School District; one of the best in the state.

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

Within MVWSD, there is a culture of dedication and commitment to serving the students at all levels. The community is open and embraces the students, staff, and District. All stakeholders are willing to do what is required to improve students' learning experiences and outcomes. Community partnerships provide a wide range of support and enrichment for student learning including opportunities for after-school activities and field trips. A large percentage of parents are also engaged in supporting schools as volunteers, committee members, decision makers, and advocates for their children.

PRINCIPAL'S MESSAGE

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.

ENROLLMENT BY STUDENT GROUP
The charts display student enrollment broken down by student group.

Enrollment by Student Group	
2022-23	**Percentage**
Female	45.1
Male	54.9
Non-Binary	
American Indian or Alaska Native	
Asian	30.1
Black or African American	0.3
Filipino	1.5
Hispanic or Latino	19.2
Native Hawaiian or Pacific Islander	
White	30.1
Two or More Races	18.6
EL Students	15
Foster Youth	
Homeless	2.9
Military	
Socioeconomically Disadvantaged	16.2
Migrant Education	
Students with Disabilities	14.7

ENROLLMENT BY GRADE
The charts display student enrollment broken down by grade.

Enrollment by Grade Level	
2022-23	**Count**
K	40
1st	56
2nd	59
3rd	53
4th	66
5th	65
Total	339

CONDITIONS OF LEARNING

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

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

TEACHER ASSIGNMENT

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

Teacher Preparation and Placement						
2020-21	**School Number**	**School Percent**	**District Number**	**District Percent**	**State Number**	**State Percent**
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	18.60	86.17	228.00	90.02	228,366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4,205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	0.20	0.08	11,216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.00	9.22	3.60	1.44	12,115.80	4.41
Unknown	1.00	4.61	21.40	8.45	18,854.30	6.86
Total Teaching Positions	21.60	100.00	253.20	100.00	274,759.10	100.00

Teacher Preparation and Placement						
2021-22	**School Number**	**School Percent**	**District Number**	**District Percent**	**State Number**	**State Percent**
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	16.10	89.00	227.90	92.88	234,405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	3.00	1.22	4,853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	2.00	0.82	12,001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.00	5.50	4.60	1.88	11,953.10	4.28
Unknown	1.00	5.50	7.80	3.19	15,831.90	5.67
Total Teaching Positions	18.10	100.00	245.30	100.00	279,044.80	100.00

Teachers Without Credentials and Misassignments		
	2020-21	**2021-22**
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

Credentialed Teachers Assigned Out-of-Field		
	2020-21	**2021-22**
Credentialed Teachers Authorized on a Permit or Waiver	1.00	1.00
Local Assignment Options	1.00	0.00
Total Out-of-Field Teachers	2.00	1.00

Class Assignments		
	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0.00
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0.00

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

2022-23 School Facility Inspection Summary	
Date of Last Inspection:	11/24/2023
Data Collected:	November 2023
Overall Summary of School Facility Conditions:	Exemplary

School Facility Inspection Results		
Category	**Rating**	**Repair Needed and Action Taken or Planned**
SYSTEMS: Gas Leaks, Mechanical/HVAC, Sewer	Good	
INTERIOR: Interior Surfaces	Good	Building 01: Girls' Restroom 5B: Crayon writing on floor.
CLEANLINESS: Overall Cleanliness, Pest/ Vermin Infestation	Good	
ELECTRICAL: Electrical	Good	
RESTROOMS/FOUNTAINS: Restrooms, Sinks/ Fountains	Good	
SAFETY: Fire Safety, Hazardous Materials	Good	Building 01: Classroom K1: In classroom fire extiguisher, doors do not stay closed in kindergarden buildings. Building 02: Copy Room: Electical panel blocked.
STRUCTURAL: Structural Damage, Roofs	Good	
EXTERNAL: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

SCHOOL FACILITIES
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 take place in the evening. When students and staff are on school break, custodial teams focus on deep cleaning of carpets, floors, windows, restrooms, and other major components of the campus.
Maintenance and Repair
District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service with emergency repairs given the highest priority.
The district's maintenance department inspects facilities and operating systems at the school. A formal inspection report is prepared annually in accordance with Education Code §17592.72(c)(1).

INSTRUCTIONAL MATERIALS

The school district held a public hearing on September 7, 2023, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home.

Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most currently available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers, parents, and administrators. All recommended materials are available for parent examination at the district office prior to adoption.

TEXTBOOKS

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

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

PUPIL ACHIEVEMENT AND OUTCOMES

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS

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

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

ASSESSMENT RESULTS

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

Assessment Results by Subject						
	School	School	District	District	State	State
	2021-22	2022-23	2021-22	2022-23	2021-22	2022-23
English Language Arts/Literacy (Grades 3-8 and 11)	80	79	66	64	47	46
Mathematics (Grades 3-8 and 11)	79	74	59	58	33	34
Science (Grades 5, 8, and 10)	76	79	54	55	29	30

Assessment Results by Student Group - English Language Arts					
2022-23	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	191	186	97.38	2.62	79.03
Male	108	106	98.15	1.85	78.30
Female	83	80	96.39	3.61	80.00
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	51	51	100.00	0.00	100.00
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	35	34	97.14	2.86	41.18
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	62	59	95.16	4.84	83.05
Two or More Races	40	39	97.50	2.50	76.92
EL Students	22	19	86.36	13.64	26.32
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	28	25	89.29	10.71	32.00
Migrant Education	0	0	0	0	0
Students with Disabilities	32	31	96.88	3.12	19.35

Assessment Results by Student Group - Mathematics					
2022-23	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	191	189	98.95	1.05	73.54
Male	108	108	100.00	0.00	75.93
Female	83	81	97.59	2.41	70.37
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	51	51	100.00	0.00	96.08
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	35	35	100.00	0.00	28.57
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	62	61	98.39	1.61	80.33
Two or More Races	40	39	97.50	2.50	74.36
EL Students	22	22	100.00	0.00	13.64
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	28	28	100.00	0.00	14.29
Migrant Education	0	0	0	0	0
Students with Disabilities	32	31	96.88	3.12	19.35

Assessment Results by Student Group - Science					
2022-23	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	67	67	100.00	0.00	76.12
Male	35	35	100.00	0.00	74.29
Female	32	32	100.00	0.00	78.13
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	20	20	100.00	0.00	100.00
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	12	12	100.00	0.00	33.33
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	21	21	100.00	0.00	80.95
Two or More Races	14	14	100.00	0.00	71.43
EL Students	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	13	13	100.00	0.00	30.77
Migrant Education	0	0	0	0	0
Students with Disabilities	13	13	100.00	0.00	15.38

OTHER OUTCOMES
The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):
- Pupil outcomes in the subject area of physical education

PHYSICAL FITNESS ASSESSMENT
In the spring of each year, all California schools are required by the state to administer a physical fitness test to students in the fifth, seventh, and ninth grades. The physical fitness test is a standardized evaluation that measures each student's ability to perform fitness tasks in five major areas. The five major areas are Aerobic Capacity, Abdominal Strength and Endurance, Extensor and Strength and Flexibility, Upper Body Strength and Endurance, and Flexibility.
The table displays the percentage of students participating in each of the five fitness evaluations by grade. Detailed information regarding this test may be found at the CDE website at http://www.cde.ca.gov/ta/tg/pf/.

2022-23 Physical Fitness Test Participation					
Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5th	100	100	98	100	98

PUPIL ENGAGEMENT
The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):
- High school dropout and graduation rates
- Chronic absenteeism rates

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

Chronic Absenteeism Rate (Percentage)				
2022-23	**Cumulative Enrollment**	**Chronic Absenteeism Eligible Enrollment**	**Chronic Absenteeism Count**	**Chronic Absenteeism Rate (Percentage)**
All Students	363	359	40	11.1
Female	164	163	20	12.3
Male	199	196	20	10.2
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	106	105	1	1.0
Black or African American	2	1	0	0.0
Filipino	5	5	0	0.0
Hispanic or Latino	74	73	25	34.2
Native Hawaiian or Pacific Islander	0	0	0	0.0
White	108	107	7	6.5
Two or More Races	66	66	7	10.6
EL Students	69	67	14	20.9
Foster Youth	1	1	1	100.0
Homeless	14	14	6	42.9
Military	--	--	--	--
Socioeconomically Disadvantaged	68	68	20	29.4
Migrant Education	0	0	0	0.0
Students with Disabilities	65	64	16	25.0

PARENT ENGAGEMENT
The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):
- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

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

SCHOOL CLIMATE
The SARC provides the following information relevant to the School Climate State Priority (Priority 6):
- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

SCHOOL SAFETY

The safety of students and staff is a primary concern of all Mountain View Whisman schools. 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 2023.

The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year. Students are supervised by school staff and the principal.

Noon duty supervisors and other site staff provide supervision during lunch. Students may be dropped off and picked up from the front of the school. The school enforces a closed-campus policy during school hours to ensure student safety. Visitors must sign in at the office, wear a visitor's badge at all times while on campus, and sign out upon leaving the school.

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

SUSPENSIONS AND EXPULSIONS

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

Suspension and Expulsion Rates						
	Suspensions			Expulsions		
	2020-21	2021-22	2022-23	2020-21	2021-22	2022-23
School	0.00	0.26	0.83	0.00	0.00	0.00
District	0.26	2.10	3.51	0.00	0.00	0.00
State	0.20	3.17	3.60	0.00	0.07	0.08

Suspension & Expulsion Rates by Student Group		
2022-23	Suspensions	Expulsions
All Students	0.83	0.00
Female	0.00	0.00
Male	1.51	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
White	1.85	0.00
Two or More Races	1.52	0.00
EL Students	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Military	--	--
Socioeconomically Disadvantaged	0.00	0.00
Migrant Education	0.00	0.00
Students with Disabilities	0.00	0.00

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.

ACADEMIC COUNSELOR TO PUPIL RATIO
The chart displays the ratio of pupils to academic counselor at the school.

2022-23 Ratio of Pupils to Academic Counselor	
Academic Counselor(s)	0

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

Counseling and Support Staff	
2022-23	**Full Time Equivalent**
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	0.875
Psychologist	As Needed
Social Worker	
Nurse	As Needed
Speech/Language/Hearing Specialist	As Needed
Resource Specialist (non-teaching)	1.00
Instructional Coach	1.00

COUNSELING AND SUPPORT SERVICES
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 part time School and Community Engagement Facilitator and a full time At Risk Intervention Supervisor who proactively assist students and families with academic, social and emotional struggles.

CLASS SIZE DISTRIBUTION
The table indicates the average class size by grade level or subject area, as well as the number of classrooms that fall into each size category.
*Please note that the "Other" category may display data for multi-grade level classes.

Class Size Distribution By Grade												
	Average Class Size			**1-20 Students**			**21-32 Students**			**33+ Students**		
	2020-21	**2021-22**	**2022-23**	**2020-21**	**2021-22**	**2022-23**	**2020-21**	**2021-22**	**2022-23**	**2020-21**	**2021-22**	**2022-23**
K	18	24	19	3		2		2				
1st	24	19	38	2	3				1	1	1	1
2nd	22	23	18	2		3	1	2		1		
3rd	22	22	25				3	3	2			
4th	22	30	21				3	2	3			
5th	29	30	30				2	2	2			
Other	12	12	10	3	3	4						

DISTRICT REVENUE SOURCES

In addition to general state funding, Mountain View Whisman School District receives state and federal funding for the following categorical, special education, and support programs:

- Title I
- Title II, Part A (Teacher & Principal Training & Recruiting)
- Title III, Part A (English Language Acquisition, Language Enhancement, and Academic Achievement Act)
- Title IV

SCHOOL AND DISTRICT EXPENDITURES

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

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.

2021-22 Expenditures per Pupil	
School: Total Expenditures Per Pupil	$ 20,561.00
School: From Supplemental/Restricted Sources	$ 8,057.00
School: From Basic/Unrestricted Sources	$ 12,504.00
District: From Basic/Unrestricted Sources	$ 11,581.00
Percentage of Variation between School & District	7.97 %
State: From Basic/Unrestricted Sources	$ 7,606.62
Percentage of Variation between School & State	64.38 %

TEACHER AND ADMINISTRATIVE SALARIES

This table displays District salaries for teachers, principals, and superintendents, and compares these figures to the State averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the District's budget, and compares these figures to the State averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE website.

2021-22 Average Salary Information		
	District	**State**
Beginning Teachers	$ 71,962.00	$ 54,045.78
Mid-Range Teachers	$ 105,235.00	$ 84,515.22
Highest Teachers	$ 129,016.00	$ 110,866.99
Elementary School Principals	$ 187,919.00	$ 136,840.86
Middle School Principals	$ 200,136.00	$ 141,476.95
High School Principals	$ 0.00	$ 137,985.00
Superintendent	$ 304,533.00	$ 217,473.29
Teacher Salaries	30.86 %	32.43 %
Administrative Salaries	7.12 %	5.62 %

SCHOOL SITE TEACHER SALARIES

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

2021-22 Average Teacher Salary	
School	$ 112,369.00
District	$ 100,960.00
Percentage of Variation between School & District	11.3 %
All Similar School Districts	$ 88,288.00
Percentage of Variation between School & State	27.28 %

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

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

PROFESSIONAL DEVELOPMENT
All training and professional development at Mountain View Whisman School District revolve around providing the best education and comprehensive support for all students. The district sponsors six full staff development days annually where teachers and support staff are offered a broad-based variety of professional growth opportunities to enhance their teaching and support practices. As part of the growth process, additional opportunities for training and staff development are provided at both the district and individual school sites to both certificated and classified staff throughout the school year as well as during non-contracted times. Teaching skills are built and educational concepts developed by staff participating in many conferences and workshops throughout the year, and then sharing their experiences and knowledge with their colleagues. Staff members are encouraged to attend district sponsored training and professional development programs.
Recent topics for continuous development and learning available to staff include:
General Education
- Multi Tiered Systems of Support (MTSS): District Universal Data Cycles, Coordination of Services Team (COST), and Student Study Team (SST)
- Dyslexia Awareness for Instructional Coaches, administrators, teachers
- Supporting ELs - Trainings provided on topics such Designated ELD, Content and Language Objectives, Integrated ELD
- Sheltered Instruction Observation Protocol (SIOP) training for Instructional Coaches, administrators, and teachers
- Professional development session on anti-bias framework with Anti-Defamation Leaue (ADL)
- In-class SEL support for teachers and students through Sown to Grow program implementation
Special Education
- Desired Results Developmental Profile (DRDP) training for Preschool
- Goalbook Toolkit training for all staff
- Individual Education Plans and IEP Manual training for all staff
- Social Skills Development for Speech Therapists
- Special Education Services Referral Protocols for all staff
- SPIRE Training for Education Specialists
- Legal Training for all staff
- Beginning Technology training for Instructional Assistants
- CPR Certification for Instructional Assistants
- Data Collection training for Instructional Assistants
- Facilitated IEP process for School Psychologists and Special Education Coordinators
- Learning Ally training for Education Specialists
- Behavioral support techniques for Instructional Assistants
Classified Staff
Secretaries
- Attendance Reporting
- Engagement protocols - SART and SARB
- Reporting
- Budget and Purchasing
Food Service
- Food Safety
- Workplace Safety
Maintenance, Operations and Transportation
- Scenario based maintenance and grounds training
- Transportation Training
- Custodian cleaning and safety training
- Workplace Safety
Librarians
- Advanced training on the library catalog system as well as e-book management

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

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

GIFTED AND TALENTED EDUCATION
With the implementation of the Local Control Funding Formula, the state of California no longer provides specific funding for Gifted and Talented Education (GATE). Consequently, the District no longer formally assesses its students for GATE qualification. Nevertheless, MVWSD is committed to providing challenging and inspiring opportunities for gifted and talented students. Elementary schools provide Response to Instruction time where students are supported with enrichment or intervention. Middle schools offer a variety of elective opportunities to meet student interests.

TECHNOLOGICAL RESOURCES

Every student in grades K-8 has been issued a touch-screen Chromebook. Students in grades K-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 laptop and an iPad. Every classroom has a 75–86-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 SERVICES

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. Students can also access electronic books through our expanding digital library.

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 December, through report cards that are sent home at the end of each trimester as well as through the parent portal where parents can view assessment results including CAASPP and i-Ready reports. The principal and individual staff members also discuss student's assessment data in alignment with the district's Multi-Tiered System of Support (MTSS) processes.

DISCIPLINE AND CLIMATE FOR LEARNING

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

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. Students rehearse and practice appropriate social skills through structured recess games with our At Risk Intervention Supervisor. Throughout the year, behavior and discipline policies are reviewed in classroom meetings and in videos created by our Student Council.

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 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.

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.

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
- French Class (Beginning and Intermediate)
- PYT (Play in a box)
- Spanish Class (Beginning and Intermediate)
- Tennis

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

- Art
- Band (grade 5)
- Living Classroom
- Music

Mountain View Whisman
Mariano Castro Elementary
2022-2023 School Accountability Report Card

Published: January 2024

SCHOOL ADMINISTRATION
Jacqueline Keirns
jkeirns@mvwsd.org

SCHOOL INFORMATION
43695916048003
500 Toft St.
Mountain View, CA 94041-1727
(650) 526-3590
www.mvwsd.org

SUPERINTENDENT
Dr. Ayindé Rudolph
supt@mvwsd.org

DISTRICT INFORMATION
Mountain View Whisman
1400 Montecito Ave.
Mountain View, CA 94043-3133
(650) 526-3552

BOARD OF EDUCATION
Laura Blakely
Christopher Chiang
Devon Conley
Laura Ramirez Berman
William Lambert

DISTRICT ADMINISTRATION
Dr. Ayindé Rudolph
Superintendent
supt@mvwsd.org

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

SARC INFORMATION

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1st of each year. The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all Local Educational Agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in a LCAP is to be consistent with data reported in the SARC.

- Visit the California Department of Education (CDE) SARC webpage at http://www.cde.ca.gov/ta/ac/sa/, for more information about SARC requirements.
- Visit the CDE LCFF Webpage at http://www.cde.ca.gov/fg/aa/lc/, for more information about the LCFF or LCAP.
- For additional information about the school, parents and community members should contact the school principal or the district office.

DATAQUEST

DataQuest is an online data tool located on the CDE DataQuest Web page at http://dq.cde.ca.gov/dataquest that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

CALIFORNIA SCHOOL DASHBOARD

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

BOARD OF EDUCATION

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

DISTRICT ADMINISTRATION

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

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

DISTRICT MISSION

We inspire, prepare and empower every student.

DISTRICT VISION

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

DISTRICT GOALS

#1 Effective and consistent instructional practices that meet the needs of all students.
#2 Student social emotional health.
#3 Inclusive and welcoming culture.
#4 Effective and engaged employees.
#5 Equitable distribution of resources that support student success

DISTRICT PROFILE

Mountain View Whisman School District (MVWSD) is located in Mountain View, California, a suburban community of over 77,000 approximately 35 miles south of San Francisco. The award-winning district serves a diverse student population in preschool through eighth grade representing a wide range of ethnicities, languages, cultures, and economic status. The district serves 4,800 students in nine elementary schools and two middle schools. After graduating from middle school, students arrive prepared at the Mountain View-Los Altos Union High School District; one of the best in the state.

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

Within MVWSD, there is a culture of dedication and commitment to serving the students at all levels. The community is open and embraces the students, staff, and District. All stakeholders are willing to do what is required to improve students' learning experiences and outcomes. Community partnerships provide a wide range of support and enrichment for student learning including opportunities for after-school activities and field trips. A large percentage of parents are also engaged in supporting schools as volunteers, committee members, decision makers, and advocates for their children.

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. We believe in meeting students where their skills are and design the instruction to build and accelerate academic skills to close the Opportunity Gap the students face. Our Core Values of "Be Safe. Be Respectful. Be Responsible. Be Perseverant." allows the staff to establish, teach, and reinforce expectations for the school community that ensure a school culture and environment that is. consistent, safe, predictable, and equitable.

ENROLLMENT BY STUDENT GROUP
The charts display student enrollment broken down by student group.

Enrollment by Student Group	
2022-23	**Percentage**
Female	44.4
Male	55.6
Non-Binary	
American Indian or Alaska Native	
Asian	5.2
Black or African American	0.8
Filipino	0.8
Hispanic or Latino	85.9
Native Hawaiian or Pacific Islander	0.4
White	4.4
Two or More Races	2.4
EL Students	69.4
Foster Youth	
Homeless	22.2
Military	
Socioeconomically Disadvantaged	82.7
Migrant Education	
Students with Disabilities	11.3

ENROLLMENT BY GRADE
The charts display student enrollment broken down by grade.

Enrollment by Grade Level	
2022-23	**Count**
K	43
1st	35
2nd	40
3rd	40
4th	47
5th	43
Total	248

CONDITIONS OF LEARNING
The SARC provides the following information relevant to the Basic State Priority (Priority 1):
- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

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

Teacher Preparation and Placement						
2020-21	**School Number**	**School Percent**	**District Number**	**District Percent**	**State Number**	**State Percent**
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	13.00	89.66	228.00	90.02	228,366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4,205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	0.20	0.08	11,216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	3.60	1.44	12,115.80	4.41
Unknown	1.50	10.34	21.40	8.45	18,854.30	6.86
Total Teaching Positions	14.50	100.00	253.20	100.00	274,759.10	100.00

Teacher Preparation and Placement						
2021-22	**School Number**	**School Percent**	**District Number**	**District Percent**	**State Number**	**State Percent**
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	14.60	100.00	227.90	92.88	234,405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	3.00	1.22	4,853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	2.00	0.82	12,001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	4.60	1.88	11,953.10	4.28
Unknown	0.00	0.00	7.80	3.19	15,831.90	5.67
Total Teaching Positions	14.60	100.00	245.30	100.00	279,044.80	100.00

Teachers Without Credentials and Misassignments		
	2020-21	**2021-22**
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

Credentialed Teachers Assigned Out-of-Field		
	2020-21	**2021-22**
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

Class Assignments		
	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0.00
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0.00

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

2022-23 School Facility Inspection Summary	
Date of Last Inspection:	11/9/2023
Data Collected:	November 2023
Overall Summary of School Facility Conditions:	Exemplary

School Facility Inspection Results		
Category	Rating	Repair Needed and Action Taken or Planned
SYSTEMS: Gas Leaks, Mechanical/HVAC, Sewer	Good	
INTERIOR: Interior Surfaces	Good	Building B: Site Storage: Kids wrote on storage/electrical door with chalk.
CLEANLINESS: Overall Cleanliness, Pest/ Vermin Infestation	Good	
ELECTRICAL: Electrical	Good	Building B: Site Storage: Alarm on Meyers Power Products has a solid loud beep.
RESTROOMS/FOUNTAINS: Restrooms, Sinks/ Fountains	Good	
SAFETY: Fire Safety, Hazardous Materials	Good	
STRUCTURAL: Structural Damage, Roofs	Good	Building C Upper: Classroom 16: Stains on ceiling tiles, indicating a leak. Building C Upper: Classroom 17: Stains on ceiling tiles, indicating a leak. Building C Upper: Classroom 18: Stains on ceiling tiles, indicating a leak.
EXTERNAL: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

SCHOOL FACILITIES
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 shared with Mistral, a library shared with Mistral, 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 take place in the evening. When students and staff are on school break, custodial teams focus on deep cleaning of carpets, floors, windows, restrooms, and other major components of the campus.
Maintenance and Repair
District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service with emergency repairs given the highest priority.
The district's maintenance department inspects facilities and operating systems at the school. A formal inspection report is prepared annually in accordance with Education Code §17592.72(c)(1).

INSTRUCTIONAL MATERIALS

The school district held a public hearing on September 7, 2023, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home.

Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most currently available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers, parents, and administrators. All recommended materials are available for parent examination at the district office prior to adoption.

TEXTBOOKS

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

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

PUPIL ACHIEVEMENT AND OUTCOMES

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS

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

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

ASSESSMENT RESULTS

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

Assessment Results by Subject						
	School	School	District	District	State	State
	2021-22	2022-23	2021-22	2022-23	2021-22	2022-23
English Language Arts/Literacy (Grades 3-8 and 11)	22	22	66	64	47	46
Mathematics (Grades 3-8 and 11)	16	16	59	58	33	34
Science (Grades 5, 8, and 10)	14	17	54	55	29	30

Assessment Results by Student Group - English Language Arts					
2022-23	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	136	125	91.91	8.09	21.60
Male	71	64	90.14	9.86	17.19
Female	65	61	93.85	6.15	26.23
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	122	111	90.98	9.02	15.32
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
EL Students	94	83	88.30	11.70	4.82
Foster Youth	0	0	0	0	0
Homeless	33	28	84.85	15.15	3.57
Military	0	0	0	0	0
Socioeconomically Disadvantaged	105	96	91.43	8.57	14.58
Migrant Education	0	0	0	0	0
Students with Disabilities	20	20	100.00	0.00	5.00

Assessment Results by Student Group - Mathematics					
2022-23	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	136	136	100.00	0.00	16.18
Male	71	71	100.00	0.00	14.08
Female	65	65	100.00	0.00	18.46
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	122	122	100.00	0.00	10.66
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
EL Students	94	94	100.00	0.00	6.38
Foster Youth	0	0	0	0	0
Homeless	33	33	100.00	0.00	6.06
Military	0	0	0	0	0
Socioeconomically Disadvantaged	105	105	100.00	0.00	13.33
Migrant Education	0	0	0	0	0
Students with Disabilities	20	20	100.00	0.00	5.00

Assessment Results by Student Group - Science					
2022-23	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	46	46	100.00	0.00	17.39
Male	20	20	100.00	0.00	5.00
Female	26	26	100.00	0.00	26.92
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	44	44	100.00	0.00	15.91
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	0	0	0	0	0
Two or More Races	0	0	0	0	0
EL Students	28	28	100.00	0.00	7.14
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	35	35	100.00	0.00	14.29
Migrant Education	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

OTHER OUTCOMES
The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):
- Pupil outcomes in the subject area of physical education

PHYSICAL FITNESS ASSESSMENT
In the spring of each year, all California schools are required by the state to administer a physical fitness test to students in the fifth, seventh, and ninth grades. The physical fitness test is a standardized evaluation that measures each student's ability to perform fitness tasks in five major areas. The five major areas are Aerobic Capacity, Abdominal Strength and Endurance, Extensor and Strength and Flexibility, Upper Body Strength and Endurance, and Flexibility.
The table displays the percentage of students participating in each of the five fitness evaluations by grade. Detailed information regarding this test may be found at the CDE website at http://www.cde.ca.gov/ta/tg/pf/.

2022-23 Physical Fitness Test Participation					
Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5th	100	100	100	100	100

PUPIL ENGAGEMENT
The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):
- High school dropout and graduation rates
- Chronic absenteeism rates

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

Chronic Absenteeism Rate (Percentage)				
2022-23	**Cumulative Enrollment**	**Chronic Absenteeism Eligible Enrollment**	**Chronic Absenteeism Count**	**Chronic Absenteeism Rate (Percentage)**
All Students	278	272	80	29.4
Female	122	121	35	28.9
Male	156	151	45	29.8
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	16	14	3	21.4
Black or African American	3	3	3	100.0
Filipino	2	2	1	50.0
Hispanic or Latino	234	233	67	28.8
Native Hawaiian or Pacific Islander	1	1	1	100.0
White	13	11	4	36.4
Two or More Races	9	8	1	12.5
EL Students	199	197	54	27.4
Foster Youth	0	0	0	0.0
Homeless	69	69	16	23.2
Military	--	--	--	--
Socioeconomically Disadvantaged	234	232	70	30.2
Migrant Education	0	0	0	0.0
Students with Disabilities	41	41	16	39.0

PARENT ENGAGEMENT
The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):
- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

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

SCHOOL SITE COUNCIL (SSC)
-----The School Site Council involves parents and staff in the school's academic program evaluation and improvement. The SSC examines and analyzes school academic and behavior data, student growth data, and budget usage to meet the needs of all students but especially students who are part of the state identified unduplicated student groups needing additional support.

PARENT TEACHER ASSOCIATION (PTA)
-----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.

ENGLISH LEARNER ADVISORY COUNCIL (ELAC)
-----The English Learner Advisory Council involves parents of English Learner students and staff in evaluating and improving the English Learner program at the school. Parents also are able to hear important information about the English Learner program, how students progress to become Redesignated as Fluent in English, and ask questions to school staff.

PARENT PRINCIPAL COFFEES
-----The principal holds monthly "coffees" with the parent community to discuss current happenings at the school, policies and procedures, student academic and behavior data, as well as provide parent education on school initiatives. Parents are able to also ask questions of the principal about the school or their students. The coffees are currently held virtually.

COMMUNITY PARTNERSHIPS
The school enjoys partnerships with the following community members and organizations:
- Community Services Agency
- Mountain View Police PAL Program
- Community Health Awareness Council (CHAC)
- UpLift Family Services
- CSMA (Community School of Music and Art)
- Family Giving Tree (backpack donations)
- Jewish Coalition for Literacy (will be doing parent literacy workshops)
- Living Classroom
- Pure Good Foundation (holiday gift donations for families)
- Reach Potential (books/bookcase donations)
- Rhythm & Moves (Physical Education
- Right at School (After school care)
- YMCA (After school care)
- Beyond the Bell (After school care)
- St. Simon (school supply donations)
- Santa Clara County
- Behavioral Health Services (School Linked Services)
- Assistance League of Los Altos (supplies, books, and materials for the student store)

SCHOOL CLIMATE
The SARC provides the following information relevant to the School Climate State Priority (Priority 6):
- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

SCHOOL SAFETY
The safety of students and staff is a primary concern of all Mountain View Whisman schools. 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 2023.
The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year. Students are supervised by school staff and the principal.
Noon duty supervisors and other site staff provide supervision during lunch. Students may be dropped off and picked up from the front of the school. The school enforces a closed-campus policy during school hours to ensure student safety. Visitors must sign in at the office, wear a visitor's badge at all times while on campus, and sign out upon leaving the school.
Protecting the health and safety of our staff, students and families is a priority. MVWSD has created comprehensive health and safety protocols which include: cleaning, disinfecting and sanitizing, availability of personal protective equipment, hygiene practices, and responding to positive COVID cases.

SUSPENSIONS AND EXPULSIONS

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

Suspension and Expulsion Rates						
	Suspensions			Expulsions		
	2020-21	2021-22	2022-23	2020-21	2021-22	2022-23
School	1.20	7.26	8.27	0.00	0.00	0.00
District	0.26	2.10	3.51	0.00	0.00	0.00
State	0.20	3.17	3.60	0.00	0.07	0.08

Suspension & Expulsion Rates by Student Group		
2022-23	Suspensions	Expulsions
All Students	8.27	0.00
Female	0.00	0.00
Male	14.74	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	8.97	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
White	7.69	0.00
Two or More Races	0.00	0.00
EL Students	8.54	0.00
Foster Youth	0.00	0.00
Homeless	13.04	0.00
Military	--	--
Socioeconomically Disadvantaged	8.97	0.00
Migrant Education	0.00	0.00
Students with Disabilities	19.51	0.00

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.

ACADEMIC COUNSELOR TO PUPIL RATIO
The chart displays the ratio of pupils to academic counselor at the school.

2022-23 Ratio of Pupils to Academic Counselor	
Academic Counselor(s)	0

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

Counseling and Support Staff	
2022-23	**Full Time Equivalent**
Counselor (Academic, Social/Behavioral or Career Development)	1.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	0.500
Psychologist	As Needed
Social Worker	
Nurse	As Needed
Speech/Language/Hearing Specialist	As Needed
Resource Specialist (non-teaching)	1.00
Instructional Coach	1.00

COUNSELING AND SUPPORT SERVICES
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 school has a full time School Counselor, and partners with the Community Health Awareness Council (CHAC) and Pacific Clinics which provide counseling interns to assist students with their emotional needs. Currently, Castro Elementary School employs 1.5 School and Community Engagement Facilitators and two At-Risk Supervisors who proactively assist students and families with academic, social and emotional struggles.

CLASS SIZE DISTRIBUTION
The table indicates the average class size by grade level or subject area, as well as the number of classrooms that fall into each size category.
*Please note that the "Other" category may display data for multi-grade level classes.

Class Size Distribution By Grade												
	Average Class Size			**1-20 Students**			**21-32 Students**			**33+ Students**		
	2020-21	**2021-22**	**2022-23**	**2020-21**	**2021-22**	**2022-23**	**2020-21**	**2021-22**	**2022-23**	**2020-21**	**2021-22**	**2022-23**
K	22	18	22		2	1	2		1			
1st	23	12	18		3	2	2					
2nd	24	15	20		2	2	2	1				
3rd	25	22	20			2	2	2				
4th	28	22	24				2	2	2			
5th	32	32	22				1	2	2			
Other	12	11	13	2	2	1						

DISTRICT REVENUE SOURCES

In addition to general state funding, Mountain View Whisman School District receives state and federal funding for the following categorical, special education, and support programs:

- Title I
- Title II, Part A (Teacher & Principal Training & Recruiting)
- Title III, Part A (English Language Acquisition, Language Enhancement, and Academic Achievement Act)
- Title IV

SCHOOL AND DISTRICT EXPENDITURES

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

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.

2021-22 Expenditures per Pupil	
School: Total Expenditures Per Pupil	$ 21,897.00
School: From Supplemental/Restricted Sources	$ 9,498.00
School: From Basic/Unrestricted Sources	$ 12,399.00
District: From Basic/Unrestricted Sources	$ 11,581.00
Percentage of Variation between School & District	7.06 %
State: From Basic/Unrestricted Sources	$ 7,606.62
Percentage of Variation between School & State	63 %

TEACHER AND ADMINISTRATIVE SALARIES

This table displays District salaries for teachers, principals, and superintendents, and compares these figures to the State averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the District's budget, and compares these figures to the State averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE website.

2021-22 Average Salary Information		
	District	**State**
Beginning Teachers	$ 71,962.00	$ 54,045.78
Mid-Range Teachers	$ 105,235.00	$ 84,515.22
Highest Teachers	$ 129,016.00	$ 110,866.99
Elementary School Principals	$ 187,919.00	$ 136,840.86
Middle School Principals	$ 200,136.00	$ 141,476.95
High School Principals	$ 0.00	$ 137,985.00
Superintendent	$ 304,533.00	$ 217,473.29
Teacher Salaries	30.86 %	32.43 %
Administrative Salaries	7.12 %	5.62 %

SCHOOL SITE TEACHER SALARIES

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

2021-22 Average Teacher Salary	
School	$ 98,735.00
District	$ 100,960.00
Percentage of Variation between School & District	-2.2 %
All Similar School Districts	$ 88,288.00
Percentage of Variation between School & State	11.83 %

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

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

PROFESSIONAL DEVELOPMENT
All training and professional development at Mountain View Whisman School District revolve around providing the best education and comprehensive support for all students. The district sponsors six full staff development days annually where teachers and support staff are offered a broad-based variety of professional growth opportunities to enhance their teaching and support practices. As part of the growth process, additional opportunities for training and staff development are provided at both the district and individual school sites to both certificated and classified staff throughout the school year as well as during non-contracted times. Teaching skills are built and educational concepts developed by staff participating in many conferences and workshops throughout the year, and then sharing their experiences and knowledge with their colleagues. Staff members are encouraged to attend district sponsored training and professional development programs.
Recent topics for continuous development and learning available to staff include:
General Education
- Multi Tiered Systems of Support (MTSS): District Universal Data Cycles, Coordination of Services Team (COST), and Student Study Team (SST)
- Dyslexia Awareness for Instructional Coaches, administrators, teachers
- Supporting ELs - Trainings provided on topics such Designated ELD, Content and Language Objectives, Integrated ELD
- Sheltered Instruction Observation Protocol (SIOP) training for Instructional Coaches, administrators, and teachers
- Professional development session on anti-bias framework with Anti-Defamation Leaue (ADL)
- In-class SEL support for teachers and students through Sown to Grow program implementation
Special Education
- Desired Results Developmental Profile (DRDP) training for Preschool
- Goalbook Toolkit training for all staff
- Individual Education Plans and IEP Manual training for all staff
- Social Skills Development for Speech Therapists
- Special Education Services Referral Protocols for all staff
- SPIRE Training for Education Specialists
- Legal Training for all staff
- Beginning Technology training for Instructional Assistants
- CPR Certification for Instructional Assistants
- Data Collection training for Instructional Assistants
- Facilitated IEP process for School Psychologists and Special Education Coordinators
- Learning Ally training for Education Specialists
- Behavioral support techniques for Instructional Assistants
Classified Staff
Secretaries
- Attendance Reporting
- Engagement protocols - SART and SARB
- Reporting
- Budget and Purchasing
Food Service
- Food Safety
- Workplace Safety
Maintenance, Operations and Transportation
- Scenario based maintenance and grounds training
- Transportation Training
- Custodian cleaning and safety training
- Workplace Safety
Librarians
- Advanced training on the library catalog system as well as e-book management

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

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

GIFTED AND TALENTED EDUCATION
With the implementation of the Local Control Funding Formula, the state of California no longer provides specific funding for Gifted and Talented Education (GATE). Consequently, the District no longer formally assesses its students for GATE qualification. Nevertheless, MVWSD is committed to providing challenging and inspiring opportunities for gifted and talented students. Elementary schools provide Response to Instruction time where students are supported with enrichment or intervention. Middle schools offer a variety of elective opportunities to meet student interests.

TECHNOLOGICAL RESOURCES

Every student in grades K-8 has been issued a touch-screen Chromebook. Students in grades K-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 laptop and an iPad. Every classroom has a 75–86-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 SERVICES

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 for both book check out and Read Aloud time. 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. These services have no cost for Castro students.

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.

Teaching faculty, support staff, school subcommittees, the School Site Council, the English Learner Advisory Committee (ELAC), and the principal evaluate the effectiveness of Castro Elementary School's curriculum by 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 one additional teacher to support this initiative. Additionally, in order to address learning gaps the district has provided Castro with one additional Reading Intervention support teacher for grades K-2. The Reading Intervention teacher is a part of the District Early Literacy Team.

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

DISCIPLINE AND CLIMATE FOR LEARNING

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

Students at Castro Elementary School are guided by "The Dolphin Way," as set of universal expectations that are used across all areas of the school and classrooms for all students grades kindergarten to fifth grade. These expectations promote and define for students respect, responsibility, perseverance, and safety. Students are explicitly taught the schoolwide and classroom expectations and procedures at the beginning of the year, as well as, periodically throughout the year per the academic calendar or as needed according to discipline data. Students are recognized for meeting or demonstrating the schoolwide expectations with Dolphin Dollars (token economy) that can be spent on prizes at the Dolphin Treasure Store. Students also are provided feedback via verbal praise, Class Dojo points, class goals, and contact with parents. A universal, progressive discipline policy is used with students who do not meet the expectations; this policy includes defining teacher-handled behavior interventions or supports and office-handled behavior infractions. Parents and students are informed of The Dolphin Way expectations, recognition and discipline policies at Back-To-School Night held at the beginning of the school year. Throughout the year, behavior and discipline policies are reviewed in school newsletters, via parent emails, as well as through individual parent contact, Open Houses, and classroom newsletters or emails. All the schools in our district have initiated positive school climate procedures that include specific anti-bullying activities. Students who are sent to the office for behavior infractions will have both a consequence that matches the inappropriate behavior in addition to parent contact.

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.

STUDENT RECOGNITION

Castro Elementary School's mission is to recognize students for meeting school expectations, showing effort, growth, perseverance and excellence through their school work, assessments, and behavior. The school reinforces those behaviors which contribute to a positive learning community and provide students with positive feedback. Castro Elementary acknowledge students via the monthly "Dolphin Pride" student recognition assembly, inside the classrooms with classroom and individual recognitions or prizes, morning announcements, as well as through district events that honor students, such as the MVWSD reclassification celebration.

EXTRACURRICULAR ACTIVITIES

Students are able to participate in after school programming through Beyond the Bell and Right at School (through MVWSD's ELOP program). During the school day students are invited to various lunch groups that meet to discuss social emotional learning, build social skills, or provide students a place to discuss topics that are pertinent to other students like themselves (for example: New Comer Support Group, Social Skill Building Groups, Police Activity League). In partnership with the Santa Clara County Office of Education, our Wellness Center provides monthly lunchtime activities.

Castro will offer extracurricular activities for students. Examples from past years are:

- Chess Club
- Folklórico Dance
- Garden Club
- Chorus
- Coding
-STEAM
- Writing
- Art
- Lego Engineering
- Yoga

These classes are offered for a fee. Castro will work with families and the CASTRO PTA to offer scholarships for students who have financial need.

Mountain View Whisman
Crittenden Middle
2022-2023 School Accountability Report Card

Published: January 2024

SCHOOL ADMINISTRATION
Annie Flores-Aikey
afloresaikey@mvwsd.org

SCHOOL INFORMATION
43695916049472
1701 Rock St.
Mountain View, CA 94043-3133
(650) 903-6945
www.mvwsd.org

SUPERINTENDENT
Dr. Ayindé Rudolph
supt@mvwsd.org

DISTRICT INFORMATION
Mountain View Whisman
1400 Montecito Ave.
Mountain View, CA 94043-3133
(650) 526-3552

BOARD OF EDUCATION
Laura Blakely
Christopher Chiang
Devon Conley
Laura Ramirez Berman
William Lambert

DISTRICT ADMINISTRATION
Dr. Ayindé Rudolph
Superintendent
supt@mvwsd.org

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

SARC INFORMATION

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1st of each year. The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all Local Educational Agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in a LCAP is to be consistent with data reported in the SARC.

- Visit the California Department of Education (CDE) SARC webpage at http://www.cde.ca.gov/ta/ac/sa/, for more information about SARC requirements.
- Visit the CDE LCFF Webpage at http://www.cde.ca.gov/fg/aa/lc/, for more information about the LCFF or LCAP.
- For additional information about the school, parents and community members should contact the school principal or the district office.

DATAQUEST

DataQuest is an online data tool located on the CDE DataQuest Web page at http://dq.cde.ca.gov/dataquest that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

CALIFORNIA SCHOOL DASHBOARD

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

BOARD OF EDUCATION

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

DISTRICT ADMINISTRATION

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

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

DISTRICT MISSION

We inspire, prepare and empower every student.

DISTRICT VISION

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

DISTRICT GOALS

#1 Effective and consistent instructional practices that meet the needs of all students.
#2 Student social emotional health.
#3 Inclusive and welcoming culture.
#4 Effective and engaged employees.
#5 Equitable distribution of resources that support student success

DISTRICT PROFILE

Mountain View Whisman School District (MVWSD) is located in Mountain View, California, a suburban community of over 77,000 approximately 35 miles south of San Francisco. The award-winning district serves a diverse student population in preschool through eighth grade representing a wide range of ethnicities, languages, cultures, and economic status. The district serves 4,800 students in nine elementary schools and two middle schools. After graduating from middle school, students arrive prepared at the Mountain View-Los Altos Union High School District; one of the best in the state.

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

Within MVWSD, there is a culture of dedication and commitment to serving the students at all levels. The community is open and embraces the students, staff, and District. All stakeholders are willing to do what is required to improve students' learning experiences and outcomes. Community partnerships provide a wide range of support and enrichment for student learning including opportunities for after-school activities and field trips. A large percentage of parents are also engaged in supporting schools as volunteers, committee members, decision makers, and advocates for their children.

PRINCIPAL'S MESSAGE

Our school is a learning community that follows the motto of, "What can you do today to help others feel valued, cared for, safe and included?"
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.

MISSION STATEMENT

We empower every student by fostering meaningful, positive relationships; engaging in rigorous, deeper learning; and nurturing a growth mindset for life-long inquiry.

PANTHER PILLARS

The vision for our learning community is embodied by four "Panther Pillars": Positive People, Actively Engaged, Working Together, and Striving for Excellence (P.A.W.S.)
- Positive People
All members of our community meet each task with confidence and determination. We are polite, courteous, and keep each other safe.
- Actively Engaged
All members of our community are focused on the goal in front of us, giving each task our full attention.
- Working Together
All members of our community work to cultivate supportive relationships with everyone, encouraging them to meet their full potential.
- Striving for Excellence
All members of our community do what we say we will, and see each of our commitments through to the end. We help each other make and meet goals that benefit everyone.

ENROLLMENT BY STUDENT GROUP
The charts display student enrollment broken down by student group.

Enrollment by Student Group	
2022-23	**Percentage**
Female	49.70
Male	50.30
Non-Binary	
American Indian or Alaska Native	0.40
Asian	13.00
Black or African American	2.60
Filipino	5.00
Hispanic or Latino	41.30
Native Hawaiian or Pacific Islander	1.10
White	23.80
Two or More Races	12.50
EL Students	12.70
Foster Youth	
Homeless	3.70
Military	
Socioeconomically Disadvantaged	28.10
Migrant Education	
Students with Disabilities	14.30

ENROLLMENT BY GRADE
The charts display student enrollment broken down by grade.

Enrollment by Grade Level	
2022-23	**Count**
6th	180
7th	177
8th	180
Total	537

CONDITIONS OF LEARNING
The SARC provides the following information relevant to the Basic State Priority (Priority 1):
- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

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

Teacher Preparation and Placement						
2020-21	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	31.50	88.50	228.00	90.02	228,366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4,205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.20	0.56	0.20	0.08	11,216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	3.60	1.44	12,115.80	4.41
Unknown	3.90	10.91	21.40	8.45	18,854.30	6.86
Total Teaching Positions	35.60	100.00	253.20	100.00	274,759.10	100.00

Teacher Preparation and Placement						
2021-22	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	29.40	89.20	227.90	92.88	234,405.20	84.00
Intern Credential Holders Properly Assigned	1.00	3.03	3.00	1.22	4,853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	2.00	0.82	12,001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	4.60	1.88	11,953.10	4.28
Unknown	2.50	7.77	7.80	3.19	15,831.90	5.67
Total Teaching Positions	32.90	100.00	245.30	100.00	279,044.80	100.00

Teachers Without Credentials and Misassignments		
	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.20	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.20	0.00

Credentialed Teachers Assigned Out-of-Field		
	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

Class Assignments		
	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.80	0.00
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0.00

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

2022-23 School Facility Inspection Summary	
Date of Last Inspection:	11/25/2023
Data Collected:	November 2023
Overall Summary of School Facility Conditions:	Good

School Facility Inspection Results		
Category	**Rating**	**Repair Needed and Action Taken or Planned**
SYSTEMS: Gas Leaks, Mechanical/HVAC, Sewer	Good	
INTERIOR: Interior Surfaces	Good	Building 100: Office Restrooms: Office restroom paint around sink peeling. Building 100: Classroom 104: Vinyl Baseboard missing. Words carved in wall. Building 400: Broadcast Studio: Hole in sheetrock from door handle.
CLEANLINESS: Overall Cleanliness, Pest/ Vermin Infestation	Good	Building 600: Multi-use Room Storage: Storage overfilled with student activity materials, unsafe.
ELECTRICAL: Electrical	Good	Building 100: Classroom 105: A row of lights out on ceiling. Building 100: Classroom 107: A row of lights out on ceiling. Building 300: Girls' Restroom: Cover missing from light fixture. Building 900: Girls' Locker Room: Ceiling light row out.
RESTROOMS/FOUNTAINS: Restrooms, Sinks/ Fountains	Good	Building 200: Classroom 218: Drinking fountain not working. Building 200: Classroom 206: Drinking fountain no pressure. Building 400: Innovation Center Electrical Closet: Water bottle filler that faces football field is out. Building 600: Classroom 602: Classroom water fountain not working. Building 700: Music Office 700: Drinking fountain handle missing. Building 900: Girls Locker Room: Touchless sink faucet out.
SAFETY: Fire Safety, Hazardous Materials	Good	Building 600: Multi-use Room: Storage: Materials stacked on top of water heater. Building 200: Classroom 210: Chemistry class: Acid storage not locked.
STRUCTURAL: Structural Damage, Roofs	Good	Building 700: Classroom 701: Hole in exterior stucco. Building 200: Classroom 209: Water stains on ceiling.
EXTERNAL: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Building 100: Classroom 02: Door deadbolt lock missing, hole in door.

SCHOOL FACILITIES

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 take place in the evening. When students and staff are on school break, custodial teams focus on deep cleaning of carpets, floors, windows, restrooms, and other major components of the campus.

Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service with emergency repairs given the highest priority.

The district's maintenance department inspects facilities and operating systems at the school. A formal inspection report is prepared annually in accordance with Education Code §17592.72(c)(1).

INSTRUCTIONAL MATERIALS

The school district held a public hearing on September 7, 2023, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home.

Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most currently available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers, parents, and administrators. All recommended materials are available for parent examination at the district office prior to adoption.

TEXTBOOKS

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

2022-23 Instructional Materials			
Subject	**Textbooks and Other Instructional Materials / Year of Adoption**	**From Most Recent Adoption?**	**Percent of Students Lacking Own Assigned Copy**
English / Language Arts	Grades: 6th-8th / Course: English/Language Arts / Publisher: McGraw-Hill / Series: StudySync / Adopted: 2016	Yes	0.00%
Mathematics	Grades: 6th-8th / Course: Mathematics / Publisher: Eureka Math / Series: Eureka Math / Adopted: 2015	Yes	0.00%
History / Social Science	Grades: 6th-8th / Course: Social Science/History / Publisher: Teacher's Curriculum Institute / Series: History Alive! California Middle Schools Program / Adopted: 2019	Yes	0.00%
Science	Grades: 6th-8th / Course: Science / Publisher: Teacher's Curriculum Institute / Series: Bring Science Alive! Middle School Integrated Science / Adopted: 2020	Yes	0.00%
Foreign Language	N/A	N/A	N/A
Visual / Performing Arts	N/A	N/A	N/A
Health Education	N/A	N/A	N/A

PUPIL ACHIEVEMENT AND OUTCOMES

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS

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

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

ASSESSMENT RESULTS

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

Assessment Results by Subject						
	School	School	District	District	State	State
	2021-22	2022-23	2021-22	2022-23	2021-22	2022-23
English Language Arts/Literacy (Grades 3-8 and 11)	64	63	66	64	47	46
Mathematics (Grades 3-8 and 11)	50	51	59	58	33	34
Science (Grades 5, 8, and 10)	55	56	54	55	29	30

Assessment Results by Student Group - English Language Arts					
2022-23	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	541	523	96.67	3.33	63.10
Male	270	263	97.41	2.59	61.22
Female	271	260	95.94	4.06	65.00
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	69	67	97.10	2.90	83.58
Black or African American	14	14	100.00	0.00	71.43
Filipino	28	28	100.00	0.00	67.86
Hispanic or Latino	229	220	96.07	3.93	41.36
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	125	120	96.00	4.00	79.17
Two or More Races	68	66	97.06	2.94	84.85
EL Students	70	59	84.29	15.71	6.78
Foster Youth	0	0	0	0	0
Homeless	21	15	71.43	28.57	26.67
Military	26	26	100.00	0.00	69.23
Socioeconomically Disadvantaged	129	119	92.25	7.75	37.82
Migrant Education	0	0	0	0	0
Students with Disabilities	77	75	97.40	2.60	30.67

Assessment Results by Student Group - Mathematics					
2022-23	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	541	532	98.34	1.66	51.13
Male	270	265	98.15	1.85	53.58
Female	271	267	98.52	1.48	48.69
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	69	68	98.55	1.45	76.47
Black or African American	--	--	--	--	--
Filipino	28	28	100.00	0.00	46.43
Hispanic or Latino	229	226	98.69	1.31	27.88
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	125	122	97.60	2.40	71.31
Two or More Races	68	66	97.06	2.94	71.21
EL Students	70	70	100.00	0.00	4.29
Foster Youth	0	0	0	0	0
Homeless	21	21	100.00	0.00	9.52
Military	26	25	96.15	3.85	64.00
Socioeconomically Disadvantaged	129	128	99.22	0.78	28.13
Migrant Education	0	0	0	0	0
Students with Disabilities	77	74	96.10	3.90	21.62

Assessment Results by Student Group - Science					
2022-23	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	185	181	97.84	2.16	55.25
Male	87	85	97.70	2.30	47.06
Female	98	96	97.96	2.04	62.50
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	20	20	100.00	0.00	85.00
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	73	72	98.63	1.37	34.72
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	42	41	97.62	2.38	68.29
Two or More Races	32	30	93.75	6.25	70.00
EL Students	17	17	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	43	42	97.67	2.33	14.29
Migrant Education	0	0	0	0	0
Students with Disabilities	26	25	96.15	3.85	8.00

OTHER OUTCOMES
The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):
- Pupil outcomes in the subject area of physical education

PHYSICAL FITNESS ASSESSMENT
In the spring of each year, all California schools are required by the state to administer a physical fitness test to students in the fifth, seventh, and ninth grades. The physical fitness test is a standardized evaluation that measures each student's ability to perform fitness tasks in five major areas. The five major areas are Aerobic Capacity, Abdominal Strength and Endurance, Extensor and Strength and Flexibility, Upper Body Strength and Endurance, and Flexibility.
The table displays the percentage of students participating in each of the five fitness evaluations by grade. Detailed information regarding this test may be found at the CDE website at http://www.cde.ca.gov/ta/tg/pf/.

2022-23 Physical Fitness Test Participation					
Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
7th	95	95	95	95	95

PUPIL ENGAGEMENT
The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):
- High school dropout and graduation rates
- Chronic absenteeism rates

CHRONIC ABSENTEEISM

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

Chronic Absenteeism Rate (Percentage)				
2022-23	**Cumulative Enrollment**	**Chronic Absenteeism Eligible Enrollment**	**Chronic Absenteeism Count**	**Chronic Absenteeism Rate (Percentage)**
All Students	571	563	87	15.5
Female	282	279	41	14.7
Male	289	284	46	16.2
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	2	2	1	50.0
Asian	73	70	3	4.3
Black or African American	15	14	0	0.0
Filipino	29	29	2	6.9
Hispanic or Latino	242	238	46	19.3
Native Hawaiian or Pacific Islander	6	6	2	33.3
White	133	133	27	20.3
Two or More Races	70	70	6	8.6
EL Students	91	90	19	21.1
Foster Youth	0	0	0	0.0
Homeless	30	28	10	35.7
Military	--	--	--	--
Socioeconomically Disadvantaged	171	168	41	24.4
Migrant Education	0	0	0	0.0
Students with Disabilities	86	84	21	25.0

PARENT ENGAGEMENT

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

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

PARENT INVOLVEMENT

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

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, at school events and chaperoning on field trips and dances. 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.

SCHOOL CLIMATE

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

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

SCHOOL SAFETY

The safety of students and staff is a primary concern of all Mountain View Whisman schools. 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 2023.

The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year. Students are supervised by school staff and the principal.

Noon duty supervisors and other site staff provide supervision during lunch. Students may be dropped off and picked up from the front of the school. The school enforces a closed-campus policy during school hours to ensure student safety. Visitors must sign in at the office, wear a visitor's badge at all times while on campus, and sign out upon leaving the school.

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

SUSPENSIONS AND EXPULSIONS

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

Suspension and Expulsion Rates						
	Suspensions			Expulsions		
	2020-21	2021-22	2022-23	2020-21	2021-22	2022-23
School	0.32	1.98	7.01	0.00	0.00	0.00
District	0.26	2.10	3.51	0.00	0.00	0.00
State	0.20	3.17	3.60	0.00	0.07	0.08

Suspension & Expulsion Rates by Student Group		
2022-23	Suspensions	Expulsions
All Students	7.01	0.00
Female	5.32	0.00
Male	8.65	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	6.67	0.00
Filipino	3.45	0.00
Hispanic or Latino	12.40	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
White	3.76	0.00
Two or More Races	1.43	0.00
EL Students	8.79	0.00
Foster Youth	0.00	0.00
Homeless	10.00	0.00
Military	--	--
Socioeconomically Disadvantaged	13.45	0.00
Migrant Education	0.00	0.00
Students with Disabilities	9.30	0.00

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.

ACADEMIC COUNSELOR TO PUPIL RATIO
The chart displays the ratio of pupils to academic counselor at the school.

2022-23 Ratio of Pupils to Academic Counselor	
Academic Counselor(s)	537

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

Counseling and Support Staff	
2022-23	**Full Time Equivalent**
Counselor (Academic, Social/Behavioral or Career Development)	1.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	0.964
Psychologist	1.00
Social Worker	
Nurse	As Needed
Speech/Language/Hearing Specialist	As Needed
Resource Specialist (non-teaching)	3.00
Instructional Coach	2.00

COUNSELING AND SUPPORT SERVICES
It is the goal of Crittenden Middle School to assist students in their personal, academic and social-emotional growth and development. 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, Crittenden Middle School employs a school Counselor, School and Community Engagement Facilitator and an At-Risk Intervention Supervisor. They proactively assist students and families with academic, social and emotional challenges.

CLASS SIZE DISTRIBUTION
The table indicates the average class size by grade level or subject area, as well as the number of classrooms that fall into each size category.
*Please note that the "Other" category may display data for multi-grade level classes.

Class Size Distribution By Grade												
	Average Class Size			**1-20 Students**			**21-32 Students**			**33+ Students**		
	2020-21	**2021-22**	**2022-23**	**2020-21**	**2021-22**	**2022-23**	**2020-21**	**2021-22**	**2022-23**	**2020-21**	**2021-22**	**2022-23**
6th	22	15	16	21	61	60	26	31	29	6		2
Other												

Class Size Distribution By Subject												
	Average Class Size			**1-20 Students**			**21-32 Students**			**33+ Students**		
	2020-21	**2021-22**	**2022-23**	**2020-21**	**2021-22**	**2022-23**	**2020-21**	**2021-22**	**2022-23**	**2020-21**	**2021-22**	**2022-23**
English	26	24	18	6	8	18	11	11	7	1		
Mathematics	29	18	25	4	17	5	10	9	9	2		1
Science	25	29	29	5		2	11	12	6			4
Social Science	27	29	29	4		1	11	11	9	1	1	2

DISTRICT REVENUE SOURCES

In addition to general state funding, Mountain View Whisman School District receives state and federal funding for the following categorical, special education, and support programs:

- Title I
- Title II, Part A (Teacher & Principal Training & Recruiting)
- Title III, Part A (English Language Acquisition, Language Enhancement, and Academic Achievement Act)
- Title IV

SCHOOL AND DISTRICT EXPENDITURES

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

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.

2021-22 Expenditures per Pupil	
School: Total Expenditures Per Pupil	$ 21,353.00
School: From Supplemental/Restricted Sources	$ 9,653.00
School: From Basic/Unrestricted Sources	$ 11,700.00
District: From Basic/Unrestricted Sources	$ 11,581.00
Percentage of Variation between School & District	1.03 %
State: From Basic/Unrestricted Sources	$ 7,606.62
Percentage of Variation between School & State	53.81 %

TEACHER AND ADMINISTRATIVE SALARIES

This table displays District salaries for teachers, principals, and superintendents, and compares these figures to the State averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the District's budget, and compares these figures to the State averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE website.

2021-22 Average Salary Information		
	District	**State**
Beginning Teachers	$ 71,962.00	$ 54,045.78
Mid-Range Teachers	$ 105,235.00	$ 84,515.22
Highest Teachers	$ 129,016.00	$ 110,866.99
Elementary School Principals	$ 187,919.00	$ 136,840.86
Middle School Principals	$ 200,136.00	$ 141,476.95
High School Principals	$ 0.00	$ 137,985.00
Superintendent	$ 304,533.00	$ 217,473.29
Teacher Salaries	30.86 %	32.43 %
Administrative Salaries	7.12 %	5.62 %

SCHOOL SITE TEACHER SALARIES

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

2021-22 Average Teacher Salary	
School	$ 98,364.00
District	$ 100,960.00
Percentage of Variation between School & District	-2.57 %
All Similar School Districts	$ 88,288.00
Percentage of Variation between School & State	11.41 %

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

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

PROFESSIONAL DEVELOPMENT
All training and professional development at Mountain View Whisman School District revolve around providing the best education and comprehensive support for all students. The district sponsors six full staff development days annually where teachers and support staff are offered a broad-based variety of professional growth opportunities to enhance their teaching and support practices. As part of the growth process, additional opportunities for training and staff development are provided at both the district and individual school sites to both certificated and classified staff throughout the school year as well as during non-contracted times. Teaching skills are built and educational concepts developed by staff participating in many conferences and workshops throughout the year, and then sharing their experiences and knowledge with their colleagues. Staff members are encouraged to attend district sponsored training and professional development programs.
Recent topics for continuous development and learning available to staff include:
General Education
- Multi Tiered Systems of Support (MTSS): District Universal Data Cycles, Coordination of Services Team (COST), and Student Study Team (SST)
- Dyslexia Awareness for Instructional Coaches, administrators, teachers
- Supporting ELs - Trainings provided on topics such Designated ELD, Content and Language Objectives, Integrated ELD
- Sheltered Instruction Observation Protocol (SIOP) training for Instructional Coaches, administrators, and teachers
- Professional development session on anti-bias framework with Anti-Defamation Leaue (ADL)
- In-class SEL support for teachers and students
Special Education
- Desired Results Developmental Profile (DRDP) training for Preschool
- Goalbook Toolkit training for all staff
- Individual Education Plans and IEP Manual training for all staff
- Social Skills Development for Speech Therapists
- Special Education Services Referral Protocols for all staff
- SPIRE Training for Education Specialists
- Legal Training for all staff
- Beginning Technology training for Instructional Assistants
- CPR Certification for Instructional Assistants
- Data Collection training for Instructional Assistants
- Facilitated IEP process for School Psychologists and Special Education Coordinators
- Learning Ally training for Education Specialists
- Behavioral support techniques for Instructional Assistants
Classified Staff
Secretaries
- Attendance Reporting
- Engagement protocols - SART and SARB
- Reporting
- Budget and Purchasing
Food Service
- Food Safety
- Workplace Safety
Maintenance, Operations and Transportation
- Scenario based maintenance and grounds training
- Transportation Training
- Custodian cleaning and safety training
- Workplace Safety
Librarians
- Advanced training on the library catalog system as well as e-book management

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

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

GIFTED AND TALENTED EDUCATION
With the implementation of the Local Control Funding Formula, the state of California no longer provides specific funding for Gifted and Talented Education (GATE). Consequently, the District no longer formally assesses its students for GATE qualification. Nevertheless, MVWSD is committed to providing challenging and inspiring opportunities for gifted and talented students. Elementary schools provide Response to Instruction time where students are supported with enrichment or intervention. Middle schools offer a variety of elective opportunities to meet student interests.

TECHNOLOGICAL RESOURCES

Every student in grades K-8 has been issued a touch-screen Chromebook. Students in grades K-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 laptop and an iPad. Every classroom has a 75–86-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 SERVICES

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 before and after school, and at lunch for students who wish to study, complete homework, or check out books for additional research or extracurricular reading.

CURRICULUM DEVELOPMENT

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

Teaching faculty, support staff, school subcommittees, the School Site Council, the English Learner Advisory Committee (ELAC), and the principal evaluate the effectiveness of Crittenden's curriculum by continuously using assessment data, district benchmarks, and pacing guides. 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, report cards that are sent home at the end of each trimester, and during parent/teacher conferences that are held in December. Additionally, parents can view assessment results including CAASPP and i-Ready reports through the parent portal. The principal and individual staff members also discuss student's assessment data in alignment with the district's Multi-Tiered System of Support (MTSS) processes.

DISCIPLINE AND CLIMATE FOR LEARNING

All students in Mountain View Whisman school district access social-emotional learning opportunities where they cultivate, practice, and reflect on social and emotional competencies. School counselors partner with students, families, and school staff to provide a range of SEL and school climate services including classroom management support, behavior planning, social skills instruction, and direct counseling for individual students and groups. Students have access to school-based counseling from a therapist provided by Community Health Awareness Council (CHAC). School-Linked-Services are provided through Pacific Clinics. Pacific Clinics provides prevention and early intervention services to students and families, parenting support, and student presentations on social skills/school climate-related topics.

Students at Crittenden Middle School are guided by specific rules and 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 in English & Spanish
- Weekly newsletter in English & Spanish
- Back-To-School Night
- Sixth Grade Orientation
- Summer welcome letter with important dates & activities
- Email from Administration & Teachers
- Auto Dialer messages
- School website
- Welcome Week
- Panther Days each Trimester
- Fifth grade student visits
- School wide Morning Videojournalism Announcements
- Where Everyone Belongs Program (WEB) for incoming 6th graders

We also create a positive climate for learning with field trips, social media posts, school dances, gratitude assemblies, clubs, rallies and "PAW-sitive" tickets with incentives.

SCHOOL LEADERSHIP

Leadership at Crittenden Middle School is a responsibility shared among District and Site Administration, Staff, Students, and Parents. The school offers the following leadership opportunities for staff, or staff/parents*:

- Grade-level Leads
- 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.

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. In addition to student recognition at assemblies and during morning announcements, Crittenden offers the following recognition programs for its students:

- Attendance Awards
- Extracurricular Activity Awards
- Reclassification Awards for English Learners
- Honor Roll and Trimester Awards
- Most Improved (GPA, Citizenship, Attendance)
- Panther Paws Awards
- 8th grade Awards

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, either during the day or after school:

- After-school sports
- Beyond the Bell, after school program
- Choir
- Band
- Orchestra
- Performing Arts
- Robotics
- Student Council/ASB
- Panther Bots Club
- WEB and Leadership

Crittenden Middle School also offers the following lunchtime clubs:

Anime Club, Art Club, Black Student Union Club, Book Club, Chess Club, Coding Club, Debate Club, Drama Club, Gaming Club, Gymnastics Club, LatinX Student Union Club, Pride Club, Writing Club, Yearbook Club.

Mountain View Whisman
Isaac Newton Graham Middle
2022-2023 School Accountability Report Card

Published: January 2024

SCHOOL ADMINISTRATION
Dr. Heidi Galassi
hgalassi@mvwsd.org

SCHOOL INFORMATION
43695916047989
1175 Castro St.
Mountain View, CA 94040-2505
(650) 965-9292
www.mvwsd.org

SUPERINTENDENT
Dr. Ayindé Rudolph
supt@mvwsd.org

DISTRICT INFORMATION
Mountain View Whisman
1400 Montecito Ave.
Mountain View, CA 94043-3133
(650) 526-3552

BOARD OF EDUCATION
Laura Blakely
Christopher Chiang
Devon Conley
Laura Ramirez Berman
William Lambert

DISTRICT ADMINISTRATION
Dr. Ayindé Rudolph
Superintendent
supt@mvwsd.org

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

SARC INFORMATION

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1st of each year. The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all Local Educational Agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in a LCAP is to be consistent with data reported in the SARC.

- Visit the California Department of Education (CDE) SARC webpage at http://www.cde.ca.gov/ta/ac/sa/, for more information about SARC requirements.
- Visit the CDE LCFF Webpage at http://www.cde.ca.gov/fg/aa/lc/, for more information about the LCFF or LCAP.
- For additional information about the school, parents and community members should contact the school principal or the district office.

DATAQUEST

DataQuest is an online data tool located on the CDE DataQuest Web page at http://dq.cde.ca.gov/dataquest that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

CALIFORNIA SCHOOL DASHBOARD

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

BOARD OF EDUCATION

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

DISTRICT ADMINISTRATION

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

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

DISTRICT MISSION

We inspire, prepare and empower every student.

DISTRICT VISION

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

DISTRICT GOALS

#1 Effective and consistent instructional practices that meet the needs of all students.
#2 Student social emotional health.
#3 Inclusive and welcoming culture.
#4 Effective and engaged employees.
#5 Equitable distribution of resources that support student success

DISTRICT PROFILE

Mountain View Whisman School District (MVWSD) is located in Mountain View, California, a suburban community of over 77,000 approximately 35 miles south of San Francisco. The award-winning district serves a diverse student population in preschool through eighth grade representing a wide range of ethnicities, languages, cultures, and economic status. The district serves 4,800 students in nine elementary schools and two middle schools. After graduating from middle school, students arrive prepared at the Mountain View-Los Altos Union High School District; one of the best in the state.

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

Within MVWSD, there is a culture of dedication and commitment to serving the students at all levels. The community is open and embraces the students, staff, and District. All stakeholders are willing to do what is required to improve students' learning experiences and outcomes. Community partnerships provide a wide range of support and enrichment for student learning including opportunities for after-school activities and field trips. A large percentage of parents are also engaged in supporting schools as volunteers, committee members, decision makers, and advocates for their children.

PRINCIPAL'S MESSAGE

The essence of culture at Graham Middle School is defined by building strong relationships between staff, students, and community. We work together as a team to increase student agency which is defined by the following: self-efficacy, self-regulation, metacognition, and self-perseverance. We, as a staff, model these agencies for our students and promote positive behaviors with respect to student agency in all our students.

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.

ESSENTIAL ELEMENTS

I Belong
Together We Can
Pursue Knowledge
Take Pride
Do No Harm

MISSION/VISION

All members of the Graham community will collaborate to develop an innovative and inclusive environment that produces resilient, creative, and compassionate life-long learners who are ready to contribute thoughtfully in their community

COLLECTIVE COMMITMENTS

Student's learning and well-being will drive our actions
We will communicate and collaborate with the Graham community
We will be consciously inclusive and equitable
We will build culture of shared leadership

ENROLLMENT BY STUDENT GROUP
The charts display student enrollment broken down by student group.

Enrollment by Student Group	
2022-23	**Percentage**
Female	49.60
Male	50.40
Non-Binary	
American Indian or Alaska Native	
Asian	17.80
Black or African American	0.90
Filipino	1.80
Hispanic or Latino	43.50
Native Hawaiian or Pacific Islander	0.20
White	24.50
Two or More Races	11.20
EL Students	16.30
Foster Youth	0.50
Homeless	6.80
Military	
Socioeconomically Disadvantaged	35.60
Migrant Education	
Students with Disabilities	11.60

ENROLLMENT BY GRADE
The charts display student enrollment broken down by grade.

Enrollment by Grade Level	
2022-23	**Count**
6th	312
7th	280
8th	289
Total	881

CONDITIONS OF LEARNING
The SARC provides the following information relevant to the Basic State Priority (Priority 1):
- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

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

Teacher Preparation and Placement						
2020-21	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	39.30	85.49	228.00	90.02	228,366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4,205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	0.20	0.08	11,216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.60	3.57	3.60	1.44	12,115.80	4.41
Unknown	5.00	10.90	21.40	8.45	18,854.30	6.86
Total Teaching Positions	45.90	100.00	253.20	100.00	274,759.10	100.00

Teacher Preparation and Placement						
2021-22	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	41.00	91.12	227.90	92.88	234,405.20	84.00
Intern Credential Holders Properly Assigned	1.00	2.22	3.00	1.22	4,853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	2.22	2.00	0.82	12,001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.00	2.22	4.60	1.88	11,953.10	4.28
Unknown	1.00	2.22	7.80	3.19	15,831.90	5.67
Total Teaching Positions	45.00	100.00	245.30	100.00	279,044.80	100.00

Teachers Without Credentials and Misassignments		
	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	1.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	1.00

Credentialed Teachers Assigned Out-of-Field		
	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	1.60	1.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	1.60	1.00

Class Assignments		
	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	1.40
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0.00

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

2022-23 School Facility Inspection Summary	
Date of Last Inspection:	7/17/2023
Data Collected:	November 2023
Overall Summary of School Facility Conditions:	Exemplary

School Facility Inspection Results		
Category	**Rating**	**Repair Needed and Action Taken or Planned**
SYSTEMS: Gas Leaks, Mechanical/HVAC, Sewer	Good	Building 3: Classroom 29: Pencil sharpener broken - sharp edges.
INTERIOR: Interior Surfaces	Good	Building 12: Staff Lounge: Restroom 1: Vinyl floor cracked could use a bead of caulking. Building 12: Staff Lounge: Restroom 2: Vinyl floor cracked could use a bead of caulking.
CLEANLINESS: Overall Cleanliness, Pest/ Vermin Infestation	Good	
ELECTRICAL: Electrical	Good	Building 5: Classroom 25: Some flourencent light tubes out. Building 6: Classroom 33: Some flourencent light tubes out. Building 12: Food Service: Light tube out in serving area. Building 14: Classroom 45: Electrical plug cover broken.
RESTROOMS/FOUNTAINS: Restrooms, Sinks/ Fountains	Good	Building 2: Girls' Restroom: Girls handryer not working. Building 15: Classroom 52: Toilet extremely stained. Building 3: Classroom 29: Facet hose counter-weight needs to be adjusted. Building 6: Classroom 33: Hot water not working in faucets. Building 8: Boys' Restroom: Lower faucet outside boys restroom not working.
SAFETY: Fire Safety, Hazardous Materials	Good	Building 2: Storage Closet 20A: Closet full and unsafe. Building 6: Classroom 32: Junk around electrical panels in 32A storage. Building 6: Classroom 33: Junk around electrical panels in 34A storage.
STRUCTURAL: Structural Damage, Roofs	Good	Building 16: Classroom 53: Three ceiling tiles stained.
EXTERNAL: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Building 3: Classroom 30: Bad paint on door (peeling).

SCHOOL FACILITIES

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, sports pavilion 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 take place in the evening. When students and staff are on school break, custodial teams focus on deep cleaning of carpets, floors, windows, restrooms, and other major components of the campus.

Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service with emergency repairs given the highest priority.

The district's maintenance department inspects facilities and operating systems at the school. A formal inspection report is prepared annually in accordance with Education Code §17592.72(c)(1).

INSTRUCTIONAL MATERIALS

The school district held a public hearing on September 7, 2023, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home.

Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most currently available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers, parents, and administrators. All recommended materials are available for parent examination at the district office prior to adoption.

TEXTBOOKS

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

2022-23 Instructional Materials			
Subject	**Textbooks and Other Instructional Materials / Year of Adoption**	**From Most Recent Adoption?**	**Percent of Students Lacking Own Assigned Copy**
English / Language Arts	Grades: 6th-8th / Course: English/Language Arts / Publisher: McGraw-Hill / Series: StudySync / Adopted: 2016	Yes	0.00%
Mathematics	Grades: 6th-8th / Course: Mathematics / Publisher: Eureka Math / Series: Eureka Math / Adopted: 2015	Yes	0.00%
History / Social Science	Grades: 6th-8th / Course: Social Science/History / Publisher: Teacher's Curriculum Institute / Series: History Alive! California Middle Schools Program / Adopted: 2019	Yes	0.00%
Science	Grades: 6th-8th / Course: Science / Publisher: Teacher's Curriculum Institute / Series: Bring Science Alive! Middle School Integrated Science / Adopted: 2020	Yes	0.00%
Foreign Language	N/A	N/A	N/A
Visual / Performing Arts	N/A	N/A	N/A
Health Education	N/A	N/A	N/A

PUPIL ACHIEVEMENT AND OUTCOMES

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS

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

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

ASSESSMENT RESULTS

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

Assessment Results by Subject						
	School	School	District	District	State	State
	2021-22	2022-23	2021-22	2022-23	2021-22	2022-23
English Language Arts/Literacy (Grades 3-8 and 11)	63	57	66	64	47	46
Mathematics (Grades 3-8 and 11)	56	53	59	58	33	34
Science (Grades 5, 8, and 10)	51	47	54	55	29	30

Assessment Results by Student Group - English Language Arts					
2022-23	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	888	858	96.62	3.38	57.46
Male	447	433	96.87	3.13	54.73
Female	441	425	96.37	3.63	60.24
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	157	155	98.73	1.27	88.39
Black or African American	--	--	--	--	--
Filipino	17	17	100.00	0.00	58.82
Hispanic or Latino	388	369	95.10	4.90	24.66
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	217	210	96.77	3.23	80.00
Two or More Races	99	98	98.99	1.01	82.65
EL Students	147	124	84.35	15.65	3.23
Foster Youth	--	--	--	--	--
Homeless	62	57	91.94	8.06	8.77
Military	--	--	--	--	--
Socioeconomically Disadvantaged	294	276	93.88	6.12	24.64
Migrant Education	0	0	0	0	0
Students with Disabilities	98	94	95.92	4.08	18.09

Assessment Results by Student Group - Mathematics					
2022-23	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	888	879	98.99	1.01	52.90
Male	447	442	98.88	1.12	55.66
Female	441	437	99.09	0.91	50.11
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	157	157	100.00	0.00	86.62
Black or African American	--	--	--	--	--
Filipino	17	17	100.00	0.00	47.06
Hispanic or Latino	388	382	98.45	1.55	17.02
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	217	215	99.08	0.92	78.14
Two or More Races	99	98	98.99	1.01	85.71
EL Students	147	146	99.32	0.68	3.42
Foster Youth	--	--	--	--	--
Homeless	62	62	100.00	0.00	6.45
Military	--	--	--	--	--
Socioeconomically Disadvantaged	294	290	98.64	1.36	17.24
Migrant Education	0	0	0	0	0
Students with Disabilities	98	94	95.92	4.08	12.77

Assessment Results by Student Group - Science					
2022-23	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	297	290	97.64	2.36	47.24
Male	161	157	97.52	2.48	50.32
Female	136	133	97.79	2.21	43.61
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	45	45	100.00	0.00	82.22
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	137	131	95.62	4.38	14.50
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	76	75	98.68	1.32	70.67
Two or More Races	31	31	100.00	0.00	80.65
EL Students	34	32	94.12	5.88	0.00
Foster Youth	--	--	--	--	--
Homeless	14	14	100.00	0.00	14.29
Military	0	0	0	0	0
Socioeconomically Disadvantaged	107	102	95.33	4.67	15.69
Migrant Education	0	0	0	0	0
Students with Disabilities	33	30	90.91	9.09	26.67

OTHER OUTCOMES
The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):
- Pupil outcomes in the subject area of physical education

PHYSICAL FITNESS ASSESSMENT
In the spring of each year, all California schools are required by the state to administer a physical fitness test to students in the fifth, seventh, and ninth grades. The physical fitness test is a standardized evaluation that measures each student's ability to perform fitness tasks in five major areas. The five major areas are Aerobic Capacity, Abdominal Strength and Endurance, Extensor and Strength and Flexibility, Upper Body Strength and Endurance, and Flexibility.
The table displays the percentage of students participating in each of the five fitness evaluations by grade. Detailed information regarding this test may be found at the CDE website at http://www.cde.ca.gov/ta/tg/pf/.

2022-23 Physical Fitness Test Participation					
Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
7th	100	100	100	100	100

PUPIL ENGAGEMENT
The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):
- High school dropout and graduation rates
- Chronic absenteeism rates

CHRONIC ABSENTEEISM

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

Chronic Absenteeism Rate (Percentage)				
2022-23	**Cumulative Enrollment**	**Chronic Absenteeism Eligible Enrollment**	**Chronic Absenteeism Count**	**Chronic Absenteeism Rate (Percentage)**
All Students	924	911	133	14.6
Female	462	452	70	15.5
Male	461	458	62	13.5
Non-Binary	1	1	1	100.0
American Indian or Alaska Native	0	0	0	0.0
Asian	164	161	5	3.1
Black or African American	8	8	0	0.0
Filipino	19	17	2	11.8
Hispanic or Latino	406	400	98	24.5
Native Hawaiian or Pacific Islander	3	3	3	100.0
White	224	222	18	8.1
Two or More Races	100	100	7	7.0
EL Students	198	192	52	27.1
Foster Youth	4	4	1	25.0
Homeless	72	72	25	34.7
Military	--	--	--	--
Socioeconomically Disadvantaged	348	343	85	24.8
Migrant Education	0	0	0	0.0
Students with Disabilities	107	105	33	31.4

PARENT ENGAGEMENT

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

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

PARENT INVOLVEMENT

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

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 Mentor Tutors to provide classroom and after-school tutors. Other community partners are the City of Mountain View, Police Athletic League (PAL), , the Challenge Team, and the Community Health Awareness Council (CHAC).

Project Cornerstone staff and parent volunteers are actively engaged in bringing Project Cornerstone to Graham. We have a designated room called “The Lounge” where our school counselor hosts lunchtime events for students in a “zen” inspired environment. Students make friends, hang out, draw, and talk with a caring adult and friends while listening to calming music.

SCHOOL CLIMATE

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

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

SCHOOL SAFETY

The safety of students and staff is a primary concern of all Mountain View Whisman schools. 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 2023.

The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year. Students are supervised by school staff and the principal.

Noon duty supervisors and other site staff provide supervision during lunch. Students may be dropped off and picked up from the front of the school. The school enforces a closed-campus policy during school hours to ensure student safety. Visitors must sign in at the office, wear a visitor's badge at all times while on campus, and sign out upon leaving the school.

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

SUSPENSIONS AND EXPULSIONS

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

Suspension and Expulsion Rates						
	Suspensions			Expulsions		
	2020-21	2021-22	2022-23	2020-21	2021-22	2022-23
School	0.45	4.69	5.74	0.00	0.00	0.00
District	0.26	2.10	3.51	0.00	0.00	0.00
State	0.20	3.17	3.60	0.00	0.07	0.08

Suspension & Expulsion Rates by Student Group		
2022-23	Suspensions	Expulsions
All Students	5.74	0.00
Female	5.19	0.00
Male	6.29	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	3.66	0.00
Black or African American	0.00	0.00
Filipino	5.26	0.00
Hispanic or Latino	9.11	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
White	2.23	0.00
Two or More Races	3.00	0.00
EL Students	10.61	0.00
Foster Youth	0.00	0.00
Homeless	16.67	0.00
Military	--	--
Socioeconomically Disadvantaged	9.48	0.00
Migrant Education	0.00	0.00
Students with Disabilities	7.48	0.00

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.

ACADEMIC COUNSELOR TO PUPIL RATIO
The chart displays the ratio of pupils to academic counselor at the school.

2022-23 Ratio of Pupils to Academic Counselor	
Academic Counselor(s)	440.5

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

Counseling and Support Staff	
2022-23	**Full Time Equivalent**
Counselor (Academic, Social/Behavioral or Career Development)	2.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1.00
Psychologist	1.00
Social Worker	
Nurse	As Needed
Speech/Language/Hearing Specialist	As Needed
Resource Specialist (non-teaching)	3.00
Instructional Coach	2.00

COUNSELING AND SUPPORT SERVICES
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. Our school employs a full-time counselor who works with all grade level students. The Community Health Awareness Council (CHAC) provides three counseling interns to assist students with their emotional needs. Uplift also provides 3 counselors to assist students. Currently, Graham Middle School employs a School and Community Engagement Facilitator, two At-Risk Supervisors who proactively assist students and families with academic, social and emotional struggles.

CLASS SIZE DISTRIBUTION
The table indicates the average class size by grade level or subject area, as well as the number of classrooms that fall into each size category.
*Please note that the "Other" category may display data for multi-grade level classes.

Class Size Distribution By Grade												
	Average Class Size			**1-20 Students**			**21-32 Students**			**33+ Students**		
	2020-21	**2021-22**	**2022-23**	**2020-21**	**2021-22**	**2022-23**	**2020-21**	**2021-22**	**2022-23**	**2020-21**	**2021-22**	**2022-23**
6th	25	16	18	15	88	64	62	50	58	5	5	10
Other												

Class Size Distribution By Subject												
	Average Class Size			**1-20 Students**			**21-32 Students**			**33+ Students**		
	2020-21	**2021-22**	**2022-23**	**2020-21**	**2021-22**	**2022-23**	**2020-21**	**2021-22**	**2022-23**	**2020-21**	**2021-22**	**2022-23**
English	29	22	22	4	14	16	19	22	22	3		
Mathematics	27	22	25	3	14	7	17	17	14			3
Science	27	28	29	3	3		17	13	15		3	4
Social Science	27	28	30	3	3	1	17	18	16		1	4

DISTRICT REVENUE SOURCES

In addition to general state funding, Mountain View Whisman School District receives state and federal funding for the following categorical, special education, and support programs:

- Title I
- Title II, Part A (Teacher & Principal Training & Recruiting)
- Title III, Part A (English Language Acquisition, Language Enhancement, and Academic Achievement Act)
- Title IV

SCHOOL AND DISTRICT EXPENDITURES

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

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.

2021-22 Expenditures per Pupil	
School: Total Expenditures Per Pupil	$ 19,288.00
School: From Supplemental/Restricted Sources	$ 9,115.00
School: From Basic/Unrestricted Sources	$ 10,173.00
District: From Basic/Unrestricted Sources	$ 11,581.00
Percentage of Variation between School & District	-12.16 %
State: From Basic/Unrestricted Sources	$ 7,606.62
Percentage of Variation between School & State	33.74 %

TEACHER AND ADMINISTRATIVE SALARIES

This table displays District salaries for teachers, principals, and superintendents, and compares these figures to the State averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the District's budget, and compares these figures to the State averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE website.

2021-22 Average Salary Information		
	District	**State**
Beginning Teachers	$ 71,962.00	$ 54,045.78
Mid-Range Teachers	$ 105,235.00	$ 84,515.22
Highest Teachers	$ 129,016.00	$ 110,866.99
Elementary School Principals	$ 187,919.00	$ 136,840.86
Middle School Principals	$ 200,136.00	$ 141,476.95
High School Principals	$ 0.00	$ 137,985.00
Superintendent	$ 304,533.00	$ 217,473.29
Teacher Salaries	30.86 %	32.43 %
Administrative Salaries	7.12 %	5.62 %

SCHOOL SITE TEACHER SALARIES

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

2021-22 Average Teacher Salary	
School	$ 107,489.00
District	$ 100,960.00
Percentage of Variation between School & District	6.47 %
All Similar School Districts	$ 88,288.00
Percentage of Variation between School & State	21.75 %

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

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

PROFESSIONAL DEVELOPMENT
All training and professional development at Mountain View Whisman School District revolve around providing the best education and comprehensive support for all students. The district sponsors six full staff development days annually where teachers and support staff are offered a broad-based variety of professional growth opportunities to enhance their teaching and support practices. As part of the growth process, additional opportunities for training and staff development are provided at both the district and individual school sites to both certificated and classified staff throughout the school year as well as during non-contracted times. Teaching skills are built and educational concepts developed by staff participating in many conferences and workshops throughout the year, and then sharing their experiences and knowledge with their colleagues. Staff members are encouraged to attend district sponsored training and professional development programs.
Recent topics for continuous development and learning available to staff include:
General Education
- Multi Tiered Systems of Support (MTSS): District Universal Data Cycles, Coordination of Services Team (COST), and Student Study Team (SST)
- Dyslexia Awareness for Instructional Coaches, administrators, teachers
- Supporting ELs - Trainings provided on topics such Designated ELD, Content and Language Objectives, Integrated ELD
- Sheltered Instruction Observation Protocol (SIOP) training for Instructional Coaches, administrators, and teachers
- Professional development session on anti-bias framework with Anti-Defamation Leaue (ADL)
- In-class SEL support for teachers and students
Special Education
- Desired Results Developmental Profile (DRDP) training for Preschool
- Goalbook Toolkit training for all staff
- Individual Education Plans and IEP Manual training for all staff
- Social Skills Development for Speech Therapists
- Special Education Services Referral Protocols for all staff
- SPIRE Training for Education Specialists
- Legal Training for all staff
- Beginning Technology training for Instructional Assistants
- CPR Certification for Instructional Assistants
- Data Collection training for Instructional Assistants
- Facilitated IEP process for School Psychologists and Special Education Coordinators
- Learning Ally training for Education Specialists
- Behavioral support techniques for Instructional Assistants
Classified Staff
Secretaries
- Attendance Reporting
- Engagement protocols - SART and SARB
- Reporting
- Budget and Purchasing
Food Service
- Food Safety
- Workplace Safety
Maintenance, Operations and Transportation
- Scenario based maintenance and grounds training
- Transportation Training
- Custodian cleaning and safety training
- Workplace Safety
Librarians
- Advanced training on the library catalog system as well as e-book management

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

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

GIFTED AND TALENTED EDUCATION
With the implementation of the Local Control Funding Formula, the state of California no longer provides specific funding for Gifted and Talented Education (GATE). Consequently, the District no longer formally assesses its students for GATE qualification. Nevertheless, MVWSD is committed to providing challenging and inspiring opportunities for gifted and talented students. Elementary schools provide Response to Instruction time where students are supported with enrichment or intervention. Middle schools offer a variety of elective opportunities to meet student interests.

TECHNOLOGICAL RESOURCES

Every student in grades K-8 has been issued a touch-screen Chromebook. Students in grades K-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 laptop and an iPad. Every classroom has a 75–86-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 SERVICES

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. Graham school has increased 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 will be open to students from 7:30 a.m. to 3:30 p.m. with a maximum capacity of 30 students.

CURRICULUM DEVELOPMENT

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

Teaching faculty, support staff, school subcommittees, the School Site Council, the English Learner Advisory Committee (ELAC), and the principal evaluate the effectiveness of Graham's curriculum by continuously using assessment data, district benchmarks, and pacing guides. Graham 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, report cards that are sent home at the end of each trimester, and during parent/teacher conferences that are held in December. Additionally, parents can view assessment results including CAASPP and i-Ready reports through the parent portal. The principal and individual staff members also discuss student's assessment data in alignment with the district's Multi-Tiered System of Support (MTSS) processes.

DISCIPLINE AND CLIMATE FOR LEARNING

All students in Mountain View Whisman school district access social-emotional learning opportunities where they cultivate, practice, and reflect on social and emotional competencies. School counselors partner with students, families, and school staff to provide a range of SEL and school climate services including classroom management support, behavior planning, social skills instruction, and direct counseling for individual students and groups. Students have access to school-based counseling from a therapist provided by Community Health Awareness Council (CHAC). School-Linked-Services are provided through Pacific Clinics. Pacific Clinics provides prevention and early intervention services to students and families, parenting support, and student presentations on social skills/school climate-related topics.

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 small group behavior stations held during the first week of school. Throughout the year, behavior and discipline policies are reviewed in the weekly bulletins, Welcome Week, Bear Tracks, and morning announcements.

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 2022-2023 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.

Students also play an important role in school leadership through our student government classes. Student surveys regarding student agency are also completed by all students once a quarter to collect data and feedback.

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: Student Agency Tickets, where students receive slips of paper that can be redeemed for prizes at our school store. Our GMSTV daily announcements also provide student recognition for academics, extra-curricular activities, and good choice making.

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
- Lunchtime activities
- Math Club
- Robotics
- The BEAT

Mountain View Whisman
Amy Imai Elementary
2022-2023 School Accountability Report Card

Published: January 2024

SCHOOL ADMINISTRATION
Arline Siam
asiam@mvwsd.org

SCHOOL INFORMATION
43695916047971
253 Martens Ave.
Mountain View, CA 94040-3220
(650) 526-3490
www.mvwsd.org

SUPERINTENDENT
Dr. Ayindé Rudolph
supt@mvwsd.org

DISTRICT INFORMATION
Mountain View Whisman
1400 Montecito Ave.
Mountain View, CA 94043-3133
(650) 526-3552

BOARD OF EDUCATION
Laura Blakely
Christopher Chiang
Devon Conley
Laura Ramirez Berman
William Lambert

DISTRICT ADMINISTRATION
Dr. Ayindé Rudolph
Superintendent
supt@mvwsd.org

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

SARC INFORMATION

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1st of each year. The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all Local Educational Agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in a LCAP is to be consistent with data reported in the SARC.

- Visit the California Department of Education (CDE) SARC webpage at http://www.cde.ca.gov/ta/ac/sa/, for more information about SARC requirements.
- Visit the CDE LCFF Webpage at http://www.cde.ca.gov/fg/aa/lc/, for more information about the LCFF or LCAP.
- For additional information about the school, parents and community members should contact the school principal or the district office.

DATAQUEST

DataQuest is an online data tool located on the CDE DataQuest Web page at http://dq.cde.ca.gov/dataquest that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

CALIFORNIA SCHOOL DASHBOARD

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

BOARD OF EDUCATION

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

DISTRICT ADMINISTRATION

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

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

DISTRICT MISSION

We inspire, prepare and empower every student.

DISTRICT VISION

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

DISTRICT GOALS

#1 Effective and consistent instructional practices that meet the needs of all students.
#2 Student social emotional health.
#3 Inclusive and welcoming culture.
#4 Effective and engaged employees.
#5 Equitable distribution of resources that support student success

DISTRICT PROFILE

Mountain View Whisman School District (MVWSD) is located in Mountain View, California, a suburban community of over 77,000 approximately 35 miles south of San Francisco. The award-winning district serves a diverse student population in preschool through eighth grade representing a wide range of ethnicities, languages, cultures, and economic status. The district serves 4,800 students in nine elementary schools and two middle schools. After graduating from middle school, students arrive prepared at the Mountain View-Los Altos Union High School District; one of the best in the state.

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

Within MVWSD, there is a culture of dedication and commitment to serving the students at all levels. The community is open and embraces the students, staff, and District. All stakeholders are willing to do what is required to improve students' learning experiences and outcomes. Community partnerships provide a wide range of support and enrichment for student learning including opportunities for after-school activities and field trips. A large percentage of parents are also engaged in supporting schools as volunteers, committee members, decision makers, and advocates for their children.

PRINCIPAL'S MESSAGE

A 2022-2023 California Distinguished School, Amy Imai Elementary School's mission is to inspire, prepare, and empower every student. We encourage our students' natural curiosity and we provide opportunities for them to be critical thinkers, creators, collaborators, expert communicators, flexible, and tech-savvy problem-solvers. At Imai, education also embeds opportunities for social emotional growth so that our graduates are well-rounded, global citizens who are college, career, and community ready.

ENROLLMENT BY STUDENT GROUP
The charts display student enrollment broken down by student group.

Enrollment by Student Group	
2022-23	**Percentage**
Female	50
Male	50
Non-Binary	
American Indian or Alaska Native	
Asian	44.5
Black or African American	0.3
Filipino	1.3
Hispanic or Latino	15.5
Native Hawaiian or Pacific Islander	
White	25
Two or More Races	12.6
EL Students	14.7
Foster Youth	
Homeless	3.9
Military	
Socioeconomically Disadvantaged	11.3
Migrant Education	
Students with Disabilities	7.9

ENROLLMENT BY GRADE
The charts display student enrollment broken down by grade.

Enrollment by Grade Level	
2022-23	**Count**
K	42
1st	72
2nd	65
3rd	66
4th	64
5th	71
Total	380

CONDITIONS OF LEARNING
The SARC provides the following information relevant to the Basic State Priority (Priority 1):
- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

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

Teacher Preparation and Placement						
2020-21	**School Number**	**School Percent**	**District Number**	**District Percent**	**State Number**	**State Percent**
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	23.00	95.83	228.00	90.02	228,366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4,205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	0.20	0.08	11,216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	3.60	1.44	12,115.80	4.41
Unknown	1.00	4.17	21.40	8.45	18,854.30	6.86
Total Teaching Positions	24.00	100.00	253.20	100.00	274,759.10	100.00

Teacher Preparation and Placement						
2021-22	**School Number**	**School Percent**	**District Number**	**District Percent**	**State Number**	**State Percent**
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	20.40	100.00	227.90	92.88	234,405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	3.00	1.22	4,853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	2.00	0.82	12,001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	4.60	1.88	11,953.10	4.28
Unknown	0.00	0.00	7.80	3.19	15,831.90	5.67
Total Teaching Positions	20.40	100.00	245.30	100.00	279,044.80	100.00

Teachers Without Credentials and Misassignments		
	2020-21	**2021-22**
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

Credentialed Teachers Assigned Out-of-Field		
	2020-21	**2021-22**
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

Class Assignments		
	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0.00
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0.00

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

2022-23 School Facility Inspection Summary	
Date of Last Inspection:	11/24/2023
Data Collected:	November 2023
Overall Summary of School Facility Conditions:	Good

School Facility Inspection Results		
Category	**Rating**	**Repair Needed and Action Taken or Planned**
SYSTEMS: Gas Leaks, Mechanical/HVAC, Sewer	Good	
INTERIOR: Interior Surfaces	Good	
CLEANLINESS: Overall Cleanliness, Pest/ Vermin Infestation	Good	Building Unit 02: Classroom 05: Room cluttered. Building Unit 02: Classroom 02: Classroom closet 2B cluttered and unsafe. Building Unit 05: Classroom 16: Teacher's closet 16A cluttered. Building Unit 05: Classroom 17: Teacher's closet 17A cluttered.
ELECTRICAL: Electrical	Good	Building Unit 03: Classroom 10: Low voltage cable hanging down in front of windows. Building Unit 05: Women's Staff Restroom: Hand dryer not working.
RESTROOMS/FOUNTAINS: Restrooms, Sinks/ Fountains	Good	Building Unit 02: Boys Restroom 5B: Water bottle filler is out. Building Unit 03: Boys Restroom 7D: Water bottle filler is out.
SAFETY: Fire Safety, Hazardous Materials	Good	Building Unit 02: Storage 5C: Items blocking electrical panels. Building Unit 02: Storage 4B: Items blocking electrical panels. Building Unit 04: Storage 14C: Items blocking electrical panels.
STRUCTURAL: Structural Damage, Roofs	Good	
EXTERNAL: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Building Unit 02: Storage 4B: Hydrolic door closer seal blown. Fluid dripping. Building Unit 04: Classroom 14: Door key lock hard to open. Building Unit 05: Classroom 18: Door key lock hard to open. Portable 01: Classroom 21: Crayon writing on exterior of room.

SCHOOL FACILITIES
Imai Elementary sits on 10.93 acres and has 26 permanent rooms on site. It has a multi-use room, library, three playgrounds, and front office space with a staff room.
Cleaning Process
The principal works with the custodial staff to ensure classrooms, restrooms, and campus grounds are kept clean, safe, and well-maintained.
The district provides comprehensive cleaning standards and prioritization guidelines. Each custodial staff member receives job training to attain a thorough understanding of their individual responsibilities regarding maintenance procedures, daily responsibilities, performance expectations, and safety measures.
The custodial staff and principal inspect facilities for safety hazards or other conditions that need attention. They communicate daily regarding campus maintenance and safety issues. Restrooms are checked periodically throughout the day and cleaned as needed. Daily housekeeping and cleaning take place in the evening. When students and staff are on school break, custodial teams focus on deep cleaning of carpets, floors, windows, restrooms, and other major components of the campus.
Maintenance and Repair
District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service with emergency repairs given the highest priority.
The district's maintenance department inspects facilities and operating systems at the school. A formal inspection report is prepared annually in accordance with Education Code §17592.72(c)(1).

INSTRUCTIONAL MATERIALS

The school district held a public hearing on September 7, 2023, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home.

Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most currently available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers, parents, and administrators. All recommended materials are available for parent examination at the district office prior to adoption.

TEXTBOOKS

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

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

PUPIL ACHIEVEMENT AND OUTCOMES

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS

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

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

ASSESSMENT RESULTS

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

Assessment Results by Subject						
	School	School	District	District	State	State
	2021-22	2022-23	2021-22	2022-23	2021-22	2022-23
English Language Arts/Literacy (Grades 3-8 and 11)	87	85	66	64	47	46
Mathematics (Grades 3-8 and 11)	87	86	59	58	33	34
Science (Grades 5, 8, and 10)	73	80	54	55	29	30

Assessment Results by Student Group - English Language Arts					
2022-23	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	199	193	96.98	3.02	85.49
Male	98	95	96.94	3.06	80.00
Female	101	98	97.03	2.97	90.82
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	79	78	98.73	1.27	96.15
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	25	24	96.00	4.00	58.33
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	56	53	94.64	5.36	81.13
Two or More Races	36	35	97.22	2.78	85.71
EL Students	16	10	62.50	37.50	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	18	14	77.78	22.22	57.14
Migrant Education	0	0	0	0	0
Students with Disabilities	20	20	100.00	0.00	55.00

Assessment Results by Student Group - Mathematics					
2022-23	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	199	199	100.00	0.00	85.93
Male	98	98	100.00	0.00	84.69
Female	101	101	100.00	0.00	87.13
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	79	79	100.00	0.00	97.47
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	25	25	100.00	0.00	40.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	56	56	100.00	0.00	85.71
Two or More Races	36	36	100.00	0.00	94.44
EL Students	16	16	100.00	0.00	62.50
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	18	18	100.00	0.00	50.00
Migrant Education	0	0	0	0	0
Students with Disabilities	20	20	100.00	0.00	60.00

Assessment Results by Student Group - Science					
2022-23	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	71	71	100.00	0.00	80.28
Male	34	34	100.00	0.00	82.35
Female	37	37	100.00	0.00	78.38
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	24	24	100.00	0.00	87.50
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	13	13	100.00	0.00	61.54
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	21	21	100.00	0.00	80.95
Two or More Races	--	--	--	--	--
EL Students	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Migrant Education	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

OTHER OUTCOMES
The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):
- Pupil outcomes in the subject area of physical education

PHYSICAL FITNESS ASSESSMENT
In the spring of each year, all California schools are required by the state to administer a physical fitness test to students in the fifth, seventh, and ninth grades. The physical fitness test is a standardized evaluation that measures each student's ability to perform fitness tasks in five major areas. The five major areas are Aerobic Capacity, Abdominal Strength and Endurance, Extensor and Strength and Flexibility, Upper Body Strength and Endurance, and Flexibility.
The table displays the percentage of students participating in each of the five fitness evaluations by grade. Detailed information regarding this test may be found at the CDE website at http://www.cde.ca.gov/ta/tg/pf/.

2022-23 Physical Fitness Test Participation					
Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5th	100	100	100	100	100

PUPIL ENGAGEMENT
The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):
- High school dropout and graduation rates
- Chronic absenteeism rates

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

Chronic Absenteeism Rate (Percentage)				
2022-23	**Cumulative Enrollment**	**Chronic Absenteeism Eligible Enrollment**	**Chronic Absenteeism Count**	**Chronic Absenteeism Rate (Percentage)**
All Students	400	395	40	10.1
Female	198	196	23	11.7
Male	202	199	17	8.5
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	179	179	15	8.4
Black or African American	1	1	0	0.0
Filipino	5	5	1	20.0
Hispanic or Latino	63	60	16	26.7
Native Hawaiian or Pacific Islander	0	0	0	0.0
White	100	98	5	5.1
Two or More Races	49	49	3	6.1
EL Students	86	83	13	15.7
Foster Youth	0	0	0	0.0
Homeless	18	16	4	25.0
Military	--	--	--	--
Socioeconomically Disadvantaged	54	52	14	26.9
Migrant Education	0	0	0	0.0
Students with Disabilities	37	37	2	5.4

PARENT ENGAGEMENT
The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):
- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

PARENT INVOLVEMENT
Mountain View Whisman School District is grateful for parent involvement. There are many ways parents can be involved with our schools. Some options include joining the Parent Teacher Association (PTA), running for School Site Council (SSC) and or joining the English Learner Advisory Committee (ELAC). Parents who wish to regularly volunteer on school campuses are required to complete a volunteer badge application through our Raptor system. Infrequent volunteers, those that are on campus less than three times per year, are required to present a valid ID when signing in.
Amy Imai Elementary has a very strong and active parent community. Parents take an active role in school governance via the School Site Council. The Council and the English Learner Advisory Committee (ELAC) involve parents and staff in program evaluation and improvement. The PTA is very active in providing classroom and school materials and equipment, training volunteers, providing parent education classes, and in fundraising for the school.

SCHOOL CLIMATE
The SARC provides the following information relevant to the School Climate State Priority (Priority 6):
- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

SCHOOL SAFETY

The safety of students and staff is a primary concern of all Mountain View Whisman schools. 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 2023.

The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year. Students are supervised by school staff and the principal.

Noon duty supervisors and other site staff provide supervision during lunch. Students may be dropped off and picked up from the front of the school. The school enforces a closed-campus policy during school hours to ensure student safety. Visitors must sign in at the office, wear a visitor's badge at all times while on campus, and sign out upon leaving the school.

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

SUSPENSIONS AND EXPULSIONS

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

Suspension and Expulsion Rates						
	Suspensions			Expulsions		
	2020-21	2021-22	2022-23	2020-21	2021-22	2022-23
School	0.59	1.14	1.00	0.00	0.00	0.00
District	0.26	2.10	3.51	0.00	0.00	0.00
State	0.20	3.17	3.60	0.00	0.07	0.08

Suspension & Expulsion Rates by Student Group		
2022-23	Suspensions	Expulsions
All Students	1.00	0.00
Female	0.00	0.00
Male	1.98	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.56	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.59	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
White	1.00	0.00
Two or More Races	2.04	0.00
EL Students	2.33	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Military	--	--
Socioeconomically Disadvantaged	1.85	0.00
Migrant Education	0.00	0.00
Students with Disabilities	2.70	0.00

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.

ACADEMIC COUNSELOR TO PUPIL RATIO
The chart displays the ratio of pupils to academic counselor at the school.

2022-23 Ratio of Pupils to Academic Counselor	
Academic Counselor(s)	0

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

Counseling and Support Staff	
2022-23	**Full Time Equivalent**
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	0.875
Psychologist	As Needed
Social Worker	
Nurse	As Needed
Speech/Language/Hearing Specialist	As Needed
Resource Specialist (non-teaching)	1.00
Instructional Coach	1.00

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

CLASS SIZE DISTRIBUTION
The table indicates the average class size by grade level or subject area, as well as the number of classrooms that fall into each size category.
*Please note that the "Other" category may display data for multi-grade level classes.

Class Size Distribution By Grade												
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	2020-21	2021-22	2022-23	2020-21	2021-22	2022-23	2020-21	2021-22	2022-23	2020-21	2021-22	2022-23
K	21	19	21	1	2		2	1	2			
1st	21	21	24	1	1		3	2	3			
2nd	20	16	22	3	2		1	2	3			
3rd	22	17	22		2		4	2	3			
4th	25	27	32	1			2	3	2			
5th	22	25	24	1			3	3	3			
Other	15	11	19	1	1	1						

DISTRICT REVENUE SOURCES

In addition to general state funding, Mountain View Whisman School District receives state and federal funding for the following categorical, special education, and support programs:

- Title I
- Title II, Part A (Teacher & Principal Training & Recruiting)
- Title III, Part A (English Language Acquisition, Language Enhancement, and Academic Achievement Act)
- Title IV

SCHOOL AND DISTRICT EXPENDITURES

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

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.

2021-22 Expenditures per Pupil	
School: Total Expenditures Per Pupil	$ 19,252.00
School: From Supplemental/Restricted Sources	$ 7,926.00
School: From Basic/Unrestricted Sources	$ 11,326.00
District: From Basic/Unrestricted Sources	$ 11,581.00
Percentage of Variation between School & District	-2.2 %
State: From Basic/Unrestricted Sources	$ 7,606.62
Percentage of Variation between School & State	48.9 %

TEACHER AND ADMINISTRATIVE SALARIES

This table displays District salaries for teachers, principals, and superintendents, and compares these figures to the State averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the District's budget, and compares these figures to the State averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE website.

2021-22 Average Salary Information		
	District	**State**
Beginning Teachers	$ 71,962.00	$ 54,045.78
Mid-Range Teachers	$ 105,235.00	$ 84,515.22
Highest Teachers	$ 129,016.00	$ 110,866.99
Elementary School Principals	$ 187,919.00	$ 136,840.86
Middle School Principals	$ 200,136.00	$ 141,476.95
High School Principals	$ 0.00	$ 137,985.00
Superintendent	$ 304,533.00	$ 217,473.29
Teacher Salaries	30.86 %	32.43 %
Administrative Salaries	7.12 %	5.62 %

SCHOOL SITE TEACHER SALARIES

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

2021-22 Average Teacher Salary	
School	$ 104,083.00
District	$ 100,960.00
Percentage of Variation between School & District	3.09 %
All Similar School Districts	$ 88,288.00
Percentage of Variation between School & State	17.89 %

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

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

PROFESSIONAL DEVELOPMENT
All training and professional development at Mountain View Whisman School District revolve around providing the best education and comprehensive support for all students. The district sponsors six full staff development days annually where teachers and support staff are offered a broad-based variety of professional growth opportunities to enhance their teaching and support practices. As part of the growth process, additional opportunities for training and staff development are provided at both the district and individual school sites to both certificated and classified staff throughout the school year as well as during non-contracted times. Teaching skills are built and educational concepts developed by staff participating in many conferences and workshops throughout the year, and then sharing their experiences and knowledge with their colleagues. Staff members are encouraged to attend district sponsored training and professional development programs.
Recent topics for continuous development and learning available to staff include:
General Education
- Multi Tiered Systems of Support (MTSS): District Universal Data Cycles, Coordination of Services Team (COST), and Student Study Team (SST)
- Dyslexia Awareness for Instructional Coaches, administrators, teachers
- Supporting ELs - Trainings provided on topics such Designated ELD, Content and Language Objectives, Integrated ELD
- Sheltered Instruction Observation Protocol (SIOP) training for Instructional Coaches, administrators, and teachers
- Professional development session on anti-bias framework with Anti-Defamation Leaue (ADL)
- In-class SEL support for teachers and students through Sown to Grow program implementation
Special Education
- Desired Results Developmental Profile (DRDP) training for Preschool
- Goalbook Toolkit training for all staff
- Individual Education Plans and IEP Manual training for all staff
- Social Skills Development for Speech Therapists
- Special Education Services Referral Protocols for all staff
- SPIRE Training for Education Specialists
- Legal Training for all staff
- Beginning Technology training for Instructional Assistants
- CPR Certification for Instructional Assistants
- Data Collection training for Instructional Assistants
- Facilitated IEP process for School Psychologists and Special Education Coordinators
- Learning Ally training for Education Specialists
- Behavioral support techniques for Instructional Assistants
Classified Staff
Secretaries
- Attendance Reporting
- Engagement protocols - SART and SARB
- Reporting
- Budget and Purchasing
Food Service
- Food Safety
- Workplace Safety
Maintenance, Operations and Transportation
- Scenario based maintenance and grounds training
- Transportation Training
- Custodian cleaning and safety training
- Workplace Safety
Librarians
- Advanced training on the library catalog system as well as e-book management

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

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

GIFTED AND TALENTED EDUCATION
With the implementation of the Local Control Funding Formula, the state of California no longer provides specific funding for Gifted and Talented Education (GATE). Consequently, the District no longer formally assesses its students for GATE qualification. Nevertheless, MVWSD is committed to providing challenging and inspiring opportunities for gifted and talented students. Elementary schools provide Response to Instruction time where students are supported with enrichment or intervention. Middle schools offer a variety of elective opportunities to meet student interests.

TECHNOLOGICAL RESOURCES

Every student in grades K-8 has been issued a touch-screen Chromebook. Students in grades K-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 laptop and an iPad. Every classroom has a 75–86-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 SERVICES

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

CURRICULUM DEVELOPMENT

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

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

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

DISCIPLINE AND CLIMATE FOR LEARNING

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

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

SCHOOL LEADERSHIP

Leadership at Amy Imai Elementary School is a responsibility shared among district administration, the principal, instructional staff, students, and parents.

Staff leadership opportunities at Amy Imai Elementary School include the School Site Council, PTA, Teacher in Charge, and the English Learner Advisory Committee (ELAC). The School Site Council is made up of staff and parents that serve as the governing body.

STUDENT RECOGNITION

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

EXTRACURRICULAR ACTIVITIES

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

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

Mountain View Whisman
Edith Landels Elementary
2022-2023 School Accountability Report Card

Published: January 2024

SCHOOL ADMINISTRATION
Pieter Dolmans
pdolmans@mvwsd.org

SCHOOL INFORMATION
43695916047963
115 West Dana St.
Mountain View, CA 94041-1406
(650) 526-3520
www.mvwsd.org

SUPERINTENDENT
Dr. Ayindé Rudolph
supt@mvwsd.org

DISTRICT INFORMATION
Mountain View Whisman
1400 Montecito Ave.
Mountain View, CA 94043-3133
(650) 526-3552

BOARD OF EDUCATION
Laura Blakely
Christopher Chiang
Devon Conley
Laura Ramirez Berman
William Lambert

DISTRICT ADMINISTRATION
Dr. Ayindé Rudolph
Superintendent
supt@mvwsd.org

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

SARC INFORMATION

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1st of each year. The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all Local Educational Agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in a LCAP is to be consistent with data reported in the SARC.

- Visit the California Department of Education (CDE) SARC webpage at http://www.cde.ca.gov/ta/ac/sa/, for more information about SARC requirements.
- Visit the CDE LCFF Webpage at http://www.cde.ca.gov/fg/aa/lc/, for more information about the LCFF or LCAP.
- For additional information about the school, parents and community members should contact the school principal or the district office.

DATAQUEST

DataQuest is an online data tool located on the CDE DataQuest Web page at http://dq.cde.ca.gov/dataquest that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

CALIFORNIA SCHOOL DASHBOARD

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

BOARD OF EDUCATION

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

DISTRICT ADMINISTRATION

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

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

DISTRICT MISSION

We inspire, prepare and empower every student.

DISTRICT VISION

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

DISTRICT GOALS

#1 Effective and consistent instructional practices that meet the needs of all students.
#2 Student social emotional health.
#3 Inclusive and welcoming culture.
#4 Effective and engaged employees.
#5 Equitable distribution of resources that support student success

DISTRICT PROFILE

Mountain View Whisman School District (MVWSD) is located in Mountain View, California, a suburban community of over 77,000 approximately 35 miles south of San Francisco. The award-winning district serves a diverse student population in preschool through eighth grade representing a wide range of ethnicities, languages, cultures, and economic status. The district serves 4,800 students in nine elementary schools and two middle schools. After graduating from middle school, students arrive prepared at the Mountain View-Los Altos Union High School District; one of the best in the state.

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

Within MVWSD, there is a culture of dedication and commitment to serving the students at all levels. The community is open and embraces the students, staff, and District. All stakeholders are willing to do what is required to improve students' learning experiences and outcomes. Community partnerships provide a wide range of support and enrichment for student learning including opportunities for after-school activities and field trips. A large percentage of parents are also engaged in supporting schools as volunteers, committee members, decision makers, and advocates for their children.

PRINCIPAL'S MESSAGE

Landels Elementary School is the home of approximately 365 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!

ENROLLMENT BY STUDENT GROUP
The charts display student enrollment broken down by student group.

Enrollment by Student Group	
2022-23	**Percentage**
Female	51.6
Male	48.4
Non-Binary	
American Indian or Alaska Native	
Asian	29.9
Black or African American	1.1
Filipino	1.9
Hispanic or Latino	31.6
Native Hawaiian or Pacific Islander	0.8
White	23.8
Two or More Races	10.7
EL Students	17.6
Foster Youth	
Homeless	4.8
Military	
Socioeconomically Disadvantaged	23.5
Migrant Education	
Students with Disabilities	8.6

ENROLLMENT BY GRADE
The charts display student enrollment broken down by grade.

Enrollment by Grade Level	
2022-23	**Count**
K	52
1st	92
2nd	68
3rd	47
4th	54
5th	60
Total	374

CONDITIONS OF LEARNING

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

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

TEACHER ASSIGNMENT

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

Teacher Preparation and Placement						
2020-21	**School Number**	**School Percent**	**District Number**	**District Percent**	**State Number**	**State Percent**
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	19.50	90.73	228.00	90.02	228,366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4,205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	0.20	0.08	11,216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	3.60	1.44	12,115.80	4.41
Unknown	2.00	9.27	21.40	8.45	18,854.30	6.86
Total Teaching Positions	21.50	100.00	253.20	100.00	274,759.10	100.00

Teacher Preparation and Placement						
2021-22	**School Number**	**School Percent**	**District Number**	**District Percent**	**State Number**	**State Percent**
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	21.40	95.12	227.90	92.88	234,405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	3.00	1.22	4,853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	2.00	0.82	12,001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	4.60	1.88	11,953.10	4.28
Unknown	1.10	4.88	7.80	3.19	15,831.90	5.67
Total Teaching Positions	22.50	100.00	245.30	100.00	279,044.80	100.00

Teachers Without Credentials and Misassignments		
	2020-21	**2021-22**
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

Credentialed Teachers Assigned Out-of-Field		
	2020-21	**2021-22**
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

Class Assignments		
	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0.00
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0.00

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

2022-23 School Facility Inspection Summary	
Date of Last Inspection:	11/24/2023
Data Collected:	November 2023
Overall Summary of School Facility Conditions:	Good

School Facility Inspection Results		
Category	Rating	Repair Needed and Action Taken or Planned
SYSTEMS: Gas Leaks, Mechanical/HVAC, Sewer	Good	
INTERIOR: Interior Surfaces	Good	
CLEANLINESS: Overall Cleanliness, Pest/ Vermin Infestation	Good	
ELECTRICAL: Electrical	Good	
RESTROOMS/FOUNTAINS: Restrooms, Sinks/ Fountains	Good	Building 2: Boys' Restroom: Boy's bathroom stall (handicap) does not latch. Building 2: Classroom K-1: Drinking fountain loose. Building 2: Classroom K-4: Drinking fountain loose. Building 3: Classroom 09: Loose classroom drinking fountain. Building 3: Classroom 10: Loose classroom drinking fountain. Building 5: Classroom 16: Loose drinking fountain. Building 5: Classroom 17: Loose drinking fountain.
SAFETY: Fire Safety, Hazardous Materials	Good	Building 2: Closet 5B: Electrical Panels not clear. Building 3: Classroom 09: Fire extinguisher covered. Building 3: Classroom 10: Fire extinguisher covered.
STRUCTURAL: Structural Damage, Roofs	Good	
EXTERNAL: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Building 5: Classroom 18: Door sweeper missing screw.

SCHOOL FACILITIES
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 take place in the evening. When students and staff are on school break, custodial teams focus on deep cleaning of carpets, floors, windows, restrooms, and other major components of the campus.
Maintenance and Repair
District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service with emergency repairs given the highest priority.
The district's maintenance department inspects facilities and operating systems at the school. A formal inspection report is prepared annually in accordance with Education Code §17592.72(c)(1).

INSTRUCTIONAL MATERIALS

The school district held a public hearing on September 7, 2023, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home.

Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most currently available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers, parents, and administrators. All recommended materials are available for parent examination at the district office prior to adoption.

TEXTBOOKS

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

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

PUPIL ACHIEVEMENT AND OUTCOMES

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS

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

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

ASSESSMENT RESULTS

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

Assessment Results by Subject						
	School	School	District	District	State	State
	2021-22	2022-23	2021-22	2022-23	2021-22	2022-23
English Language Arts/Literacy (Grades 3-8 and 11)	69	73	66	64	47	46
Mathematics (Grades 3-8 and 11)	56	60	59	58	33	34
Science (Grades 5, 8, and 10)	49	47	54	55	29	30

Assessment Results by Student Group - English Language Arts					
2022-23	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	172	156	90.70	9.30	73.08
Male	83	75	90.36	9.64	73.33
Female	89	81	91.01	8.99	72.84
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	42	39	92.86	7.14	87.18
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	59	53	89.83	10.17	50.94
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	44	39	88.64	11.36	89.74
Two or More Races	20	19	95.00	5.00	89.47
EL Students	31	18	58.06	41.94	11.11
Foster Youth	0	0	0	0	0
Homeless	11	7	63.64	36.36	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	47	42	89.36	10.64	42.86
Migrant Education	0	0	0	0	0
Students with Disabilities	21	18	85.71	14.29	33.33

Assessment Results by Student Group - Mathematics					
2022-23	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	172	169	98.26	1.74	60.36
Male	83	82	98.80	1.20	63.41
Female	89	87	97.75	2.25	57.47
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	42	42	100.00	0.00	78.57
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	59	58	98.31	1.69	36.21
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	44	43	97.73	2.27	74.42
Two or More Races	20	19	95.00	5.00	84.21
EL Students	31	31	100.00	0.00	19.35
Foster Youth	0	0	0	0	0
Homeless	11	11	100.00	0.00	18.18
Military	--	--	--	--	--
Socioeconomically Disadvantaged	47	47	100.00	0.00	23.40
Migrant Education	0	0	0	0	0
Students with Disabilities	21	19	90.48	9.52	26.32

Assessment Results by Student Group - Science					
2022-23	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	62	60	96.77	3.23	46.67
Male	32	31	96.88	3.12	48.39
Female	30	29	96.67	3.33	44.83
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	15	15	100.00	0.00	73.33
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	20	20	100.00	0.00	10.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	13	12	92.31	7.69	75.00
Two or More Races	--	--	--	--	--
EL Students	12	12	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	20	20	100.00	0.00	10.00
Migrant Education	0	0	0	0	0
Students with Disabilities	11	10	90.91	9.09	--

OTHER OUTCOMES
The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):
- Pupil outcomes in the subject area of physical education

PHYSICAL FITNESS ASSESSMENT
In the spring of each year, all California schools are required by the state to administer a physical fitness test to students in the fifth, seventh, and ninth grades. The physical fitness test is a standardized evaluation that measures each student's ability to perform fitness tasks in five major areas. The five major areas are Aerobic Capacity, Abdominal Strength and Endurance, Extensor and Strength and Flexibility, Upper Body Strength and Endurance, and Flexibility.
The table displays the percentage of students participating in each of the five fitness evaluations by grade. Detailed information regarding this test may be found at the CDE website at http://www.cde.ca.gov/ta/tg/pf/.

2022-23 Physical Fitness Test Participation					
Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5th	100	100	100	100	100

PUPIL ENGAGEMENT
The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):
- High school dropout and graduation rates
- Chronic absenteeism rates

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

Chronic Absenteeism Rate (Percentage)				
2022-23	**Cumulative Enrollment**	**Chronic Absenteeism Eligible Enrollment**	**Chronic Absenteeism Count**	**Chronic Absenteeism Rate (Percentage)**
All Students	411	402	67	16.7
Female	206	204	33	16.2
Male	205	198	34	17.2
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	124	121	14	11.6
Black or African American	4	4	1	25.0
Filipino	7	7	0	0.0
Hispanic or Latino	132	126	33	26.2
Native Hawaiian or Pacific Islander	3	3	0	0.0
White	98	98	15	15.3
Two or More Races	42	42	4	9.5
EL Students	99	94	24	25.5
Foster Youth	0	0	0	0.0
Homeless	22	21	6	28.6
Military	--	--	--	--
Socioeconomically Disadvantaged	109	107	30	28.0
Migrant Education	0	0	0	0.0
Students with Disabilities	40	39	13	33.3

PARENT ENGAGEMENT
The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):
- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

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

SCHOOL CLIMATE
The SARC provides the following information relevant to the School Climate State Priority (Priority 6):
- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

SCHOOL SAFETY

The safety of students and staff is a primary concern of all Mountain View Whisman schools. 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 2023.

The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year. Students are supervised by school staff and the principal.

Noon duty supervisors and other site staff provide supervision during lunch. Students may be dropped off and picked up from the front of the school. The school enforces a closed-campus policy during school hours to ensure student safety. Visitors must sign in at the office, wear a visitor's badge at all times while on campus, and sign out upon leaving the school.

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

SUSPENSIONS AND EXPULSIONS

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

Suspension and Expulsion Rates						
	Suspensions			Expulsions		
	2020-21	2021-22	2022-23	2020-21	2021-22	2022-23
School	0.00	0.91	0.97	0.00	0.00	0.00
District	0.26	2.10	3.51	0.00	0.00	0.00
State	0.20	3.17	3.60	0.00	0.07	0.08

Suspension & Expulsion Rates by Student Group		
2022-23	Suspensions	Expulsions
All Students	0.97	0.00
Female	0.00	0.00
Male	1.95	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.52	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
White	1.02	0.00
Two or More Races	2.38	0.00
EL Students	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Military	--	--
Socioeconomically Disadvantaged	1.83	0.00
Migrant Education	0.00	0.00
Students with Disabilities	7.50	0.00

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.

ACADEMIC COUNSELOR TO PUPIL RATIO
The chart displays the ratio of pupils to academic counselor at the school.

2022-23 Ratio of Pupils to Academic Counselor	
Academic Counselor(s)	0

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

Counseling and Support Staff	
2022-23	**Full Time Equivalent**
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	0.875
Psychologist	As Needed
Social Worker	
Nurse	As Needed
Speech/Language/Hearing Specialist	As Needed
Resource Specialist (non-teaching)	1.00
Instructional Coach	1.00

COUNSELING AND SUPPORT SERVICES
Landels Elementary School focuses not only on the academic achievement of students, but also their social and emotional development. The school prioritizes supports for students who are struggling academically, socially or emotionally. The Community Health Awareness Council (CHAC) provides two counseling interns to assist students with their emotional needs. CHAC also pushes into all classrooms to provide targeted SEL lessons that are age appropriate. Landels also employs a School and Community Engagement Facilitator to proactively assists students and families with academic, social and emotional struggles.

CLASS SIZE DISTRIBUTION
The table indicates the average class size by grade level or subject area, as well as the number of classrooms that fall into each size category.
*Please note that the "Other" category may display data for multi-grade level classes.

Class Size Distribution By Grade												
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	2020-21	2021-22	2022-23	2020-21	2021-22	2022-23	2020-21	2021-22	2022-23	2020-21	2021-22	2022-23
K	17	14	17	4	6	3						
1st	23	16	23		3		3	1	4			
2nd	30	18	30		3		2		2	1	1	1
3rd	22	17	24	1	2		2	2	2			
4th	29	20	27		1		3	2	2			
5th	29	19	30		1		2	3	2			
Other	13	11	9	2	2	2						

DISTRICT REVENUE SOURCES

In addition to general state funding, Mountain View Whisman School District receives state and federal funding for the following categorical, special education, and support programs:

- Title I
- Title II, Part A (Teacher & Principal Training & Recruiting)
- Title III, Part A (English Language Acquisition, Language Enhancement, and Academic Achievement Act)
- Title IV

SCHOOL AND DISTRICT EXPENDITURES

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

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.

2021-22 Expenditures per Pupil	
School: Total Expenditures Per Pupil	$ 19,814.00
School: From Supplemental/Restricted Sources	$ 8,177.00
School: From Basic/Unrestricted Sources	$ 11,637.00
District: From Basic/Unrestricted Sources	$ 11,581.00
Percentage of Variation between School & District	0.48 %
State: From Basic/Unrestricted Sources	$ 7,606.62
Percentage of Variation between School & State	52.99 %

TEACHER AND ADMINISTRATIVE SALARIES

This table displays District salaries for teachers, principals, and superintendents, and compares these figures to the State averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the District's budget, and compares these figures to the State averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE website.

2021-22 Average Salary Information		
	District	**State**
Beginning Teachers	$ 71,962.00	$ 54,045.78
Mid-Range Teachers	$ 105,235.00	$ 84,515.22
Highest Teachers	$ 129,016.00	$ 110,866.99
Elementary School Principals	$ 187,919.00	$ 136,840.86
Middle School Principals	$ 200,136.00	$ 141,476.95
High School Principals	$ 0.00	$ 137,985.00
Superintendent	$ 304,533.00	$ 217,473.29
Teacher Salaries	30.86 %	32.43 %
Administrative Salaries	7.12 %	5.62 %

SCHOOL SITE TEACHER SALARIES

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

2021-22 Average Teacher Salary	
School	$ 99,215.00
District	$ 100,960.00
Percentage of Variation between School & District	-1.73 %
All Similar School Districts	$ 88,288.00
Percentage of Variation between School & State	12.38 %

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

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

PROFESSIONAL DEVELOPMENT
All training and professional development at Mountain View Whisman School District revolve around providing the best education and comprehensive support for all students. The district sponsors six full staff development days annually where teachers and support staff are offered a broad-based variety of professional growth opportunities to enhance their teaching and support practices. As part of the growth process, additional opportunities for training and staff development are provided at both the district and individual school sites to both certificated and classified staff throughout the school year as well as during non-contracted times. Teaching skills are built and educational concepts developed by staff participating in many conferences and workshops throughout the year, and then sharing their experiences and knowledge with their colleagues. Staff members are encouraged to attend district sponsored training and professional development programs.
Recent topics for continuous development and learning available to staff include:
General Education
- Multi Tiered Systems of Support (MTSS): District Universal Data Cycles, Coordination of Services Team (COST), and Student Study Team (SST)
- Dyslexia Awareness for Instructional Coaches, administrators, teachers
- Supporting ELs - Trainings provided on topics such Designated ELD, Content and Language Objectives, Integrated ELD
- Sheltered Instruction Observation Protocol (SIOP) training for Instructional Coaches, administrators, and teachers
- Professional development session on anti-bias framework with Anti-Defamation Leaue (ADL)
- In-class SEL support for teachers and students through Sown to Grow program implementation
Special Education
- Desired Results Developmental Profile (DRDP) training for Preschool
- Goalbook Toolkit training for all staff
- Individual Education Plans and IEP Manual training for all staff
- Social Skills Development for Speech Therapists
- Special Education Services Referral Protocols for all staff
- SPIRE Training for Education Specialists
- Legal Training for all staff
- Beginning Technology training for Instructional Assistants
- CPR Certification for Instructional Assistants
- Data Collection training for Instructional Assistants
- Facilitated IEP process for School Psychologists and Special Education Coordinators
- Learning Ally training for Education Specialists
- Behavioral support techniques for Instructional Assistants
Classified Staff
Secretaries
- Attendance Reporting
- Engagement protocols - SART and SARB
- Reporting
- Budget and Purchasing
Food Service
- Food Safety
- Workplace Safety
Maintenance, Operations and Transportation
- Scenario based maintenance and grounds training
- Transportation Training
- Custodian cleaning and safety training
- Workplace Safety
Librarians
- Advanced training on the library catalog system as well as e-book management

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

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

GIFTED AND TALENTED EDUCATION
With the implementation of the Local Control Funding Formula, the state of California no longer provides specific funding for Gifted and Talented Education (GATE). Consequently, the District no longer formally assesses its students for GATE qualification. Nevertheless, MVWSD is committed to providing challenging and inspiring opportunities for gifted and talented students. Elementary schools provide Response to Instruction time where students are supported with enrichment or intervention. Middle schools offer a variety of elective opportunities to meet student interests.

TECHNOLOGICAL RESOURCES

Every student in grades K-8 has been issued a touch-screen Chromebook. Students in grades K-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 laptop and an iPad. Every classroom has a 75–86-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 SERVICES

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 before school and during recess and lunch.

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 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 December, through report cards that are sent home at the end of each trimester as well as through the parent portal where parents can view assessment results including CAASPP and iReady reports. The principal and individual staff members also discuss student's assessment data in alignment with the district's Multi-Tiered System of Support (MTSS) processes.

DISCIPLINE AND CLIMATE FOR LEARNING

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

Students at Landels Elementary School follow the Landels Way. They exhibit behaviors that are safe, responsible and respectful and are guided by specific rules and expectations that promote kindness and inclusivity. The school uses the 12 Social-Emotional Learning (SEL) tools from the Toolbox Project to help reinforce positive behaviors and help students overcome challenges. Students receive explicit instruction on how and when to use each of the 12 SEL tools. The Principal and school staff introduce school rules, expectations and discipline policies at the beginning of the year and continue to reinforce them throughout the year. Parents are actively involved and are able to participate in a variety of ways, including PTA, principal's coffee meetings, Back-to-School Night, and in-person volunteer opportunities. The weekly newsletters also include positive behavior messages and strategies that parents can use at home.

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 and monitor the goals and actions in our school site plan.

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. There are many ways students can get recognized at Landels, including:

- ROAR Awards
- Fifth Grade Promotion
- Reclassification Celebration
- Reading Raffle
- Kinder Promotion

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. These are some of the activities that Landels Elementary School currently offers:

- Art class
- Beyond the Bell
- Music class (once a week)
- Lunch activities through Playworks and Make-it Monday
- Math Olympiad
- Right at School
- Project Cornerstone
- Living Classroom
- Library
- YMCA
- Landels Enrichment Activities Program (LEAP)

Mountain View Whisman
Gabriela Mistral Elementary
2022-2023 School Accountability Report Card

Published: January 2024

SCHOOL ADMINISTRATION
Claudia Olaciregui
colaciregui@mvwsd.org

SCHOOL INFORMATION
43695910132373
505 Escuela Ave.
Mountain View, CA 94040-2006
(650) 526-3575
https://mistral.mvwsd.org

SUPERINTENDENT
Dr. Ayindé Rudolph
supt@mvwsd.org

DISTRICT INFORMATION
Mountain View Whisman
1400 Montecito Ave.
Mountain View, CA 94043-3133
(650) 526-3552

BOARD OF EDUCATION
Laura Blakely
Christopher Chiang
Devon Conley
Laura Ramirez Berman
William Lambert

DISTRICT ADMINISTRATION
Dr. Ayindé Rudolph
Superintendent
supt@mvwsd.org

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

SARC INFORMATION

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1st of each year. The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all Local Educational Agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in a LCAP is to be consistent with data reported in the SARC.

- Visit the California Department of Education (CDE) SARC webpage at http://www.cde.ca.gov/ta/ac/sa/, for more information about SARC requirements.
- Visit the CDE LCFF Webpage at http://www.cde.ca.gov/fg/aa/lc/, for more information about the LCFF or LCAP.
- For additional information about the school, parents and community members should contact the school principal or the district office.

DATAQUEST

DataQuest is an online data tool located on the CDE DataQuest Web page at http://dq.cde.ca.gov/dataquest that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

CALIFORNIA SCHOOL DASHBOARD

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

BOARD OF EDUCATION

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

DISTRICT ADMINISTRATION

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

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

DISTRICT MISSION

We inspire, prepare and empower every student.

DISTRICT VISION

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

DISTRICT GOALS

#1 Effective and consistent instructional practices that meet the needs of all students.
#2 Student social emotional health.
#3 Inclusive and welcoming culture.
#4 Effective and engaged employees.
#5 Equitable distribution of resources that support student success

DISTRICT PROFILE

Mountain View Whisman School District (MVWSD) is located in Mountain View, California, a suburban community of over 77,000 approximately 35 miles south of San Francisco. The award-winning district serves a diverse student population in preschool through eighth grade representing a wide range of ethnicities, languages, cultures, and economic status. The district serves 4,800 students in nine elementary schools and two middle schools. After graduating from middle school, students arrive prepared at the Mountain View-Los Altos Union High School District; one of the best in the state.

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

Within MVWSD, there is a culture of dedication and commitment to serving the students at all levels. The community is open and embraces the students, staff, and District. All stakeholders are willing to do what is required to improve students' learning experiences and outcomes. Community partnerships provide a wide range of support and enrichment for student learning including opportunities for after-school activities and field trips. A large percentage of parents are also engaged in supporting schools as volunteers, committee members, decision makers, and advocates for their children.

PRINCIPAL'S MESSAGE

Mistral Elementary School is a linguistically and culturally vibrant elementary school, where students and parents of diverse backgrounds are welcomed and valued. Our Spanish-English Dual Immersion Program draws students from throughout Mountain View. We strive for academic and biliterate 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. At Mistral, our responsibility is to continue to engage all students in their education regardless of their backgrounds and/or circumstances. This aligns with our mission that all students should have access to rigorous academic experience.

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.

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

ENROLLMENT BY STUDENT GROUP
The charts display student enrollment broken down by student group.

Enrollment by Student Group	
2022-23	**Percentage**
Female	53.3
Male	46.7
Non-Binary	
American Indian or Alaska Native	
Asian	3.5
Black or African American	
Filipino	
Hispanic or Latino	71.2
Native Hawaiian or Pacific Islander	
White	16.1
Two or More Races	9.2
EL Students	45.8
Foster Youth	
Homeless	7.5
Military	
Socioeconomically Disadvantaged	52.4
Migrant Education	
Students with Disabilities	9.2

ENROLLMENT BY GRADE
The charts display student enrollment broken down by grade.

Enrollment by Grade Level	
2022-23	**Count**
K	71
1st	65
2nd	59
3rd	51
4th	54
5th	47
Total	347

CONDITIONS OF LEARNING
The SARC provides the following information relevant to the Basic State Priority (Priority 1):
- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

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

Teacher Preparation and Placement						
2020-21	**School Number**	**School Percent**	**District Number**	**District Percent**	**State Number**	**State Percent**
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	15.50	86.11	228.00	90.02	228,366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4,205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	0.20	0.08	11,216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	3.60	1.44	12,115.80	4.41
Unknown	2.50	13.89	21.40	8.45	18,854.30	6.86
Total Teaching Positions	18.00	100.00	253.20	100.00	274,759.10	100.00

Teacher Preparation and Placement						
2021-22	**School Number**	**School Percent**	**District Number**	**District Percent**	**State Number**	**State Percent**
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	15.00	88.08	227.90	92.88	234,405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	3.00	1.22	4,853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	2.00	0.82	12,001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	4.60	1.88	11,953.10	4.28
Unknown	2.00	11.98	7.80	3.19	15,831.90	5.67
Total Teaching Positions	17.00	100.00	245.30	100.00	279,044.80	100.00

Teachers Without Credentials and Misassignments		
	2020-21	**2021-22**
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

Credentialed Teachers Assigned Out-of-Field		
	2020-21	**2021-22**
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

Class Assignments		
	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0.00
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0.00

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

2022-23 School Facility Inspection Summary	
Date of Last Inspection:	11/9/2023
Data Collected:	November 2023
Overall Summary of School Facility Conditions:	Exemplary

School Facility Inspection Results		
Category	Rating	Repair Needed and Action Taken or Planned
SYSTEMS: Gas Leaks, Mechanical/HVAC, Sewer	Good	
INTERIOR: Interior Surfaces	Good	Building N: Main Office: Floor tiles cracked inside office door. Baseboard pulling away from counter. Building M: Classroom K-2: Ceiling tile not in track.
CLEANLINESS: Overall Cleanliness, Pest/ Vermin Infestation	Good	
ELECTRICAL: Electrical	Good	Building N: Principal's Office: Boxes in front of electrical panel.
RESTROOMS/FOUNTAINS: Restrooms, Sinks/ Fountains	Good	
SAFETY: Fire Safety, Hazardous Materials	Good	
STRUCTURAL: Structural Damage, Roofs	Good	Building M: Classroom K-3: Gutter above K3 door drips on students.
EXTERNAL: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

SCHOOL FACILITIES
Mistral Elementary sits on 9.25 acres that is shared with Castro and the preschool at Latham. It has 21 permanent classrooms, a multi-use room shared with Castro, a library shared with Castro, two playgrounds, and a front office space with a staff room.
Cleaning Process
The principal works with the custodial staff to ensure classrooms, restrooms, and campus grounds are kept clean, safe, and well-maintained.
The district provides comprehensive cleaning standards and prioritization guidelines. Each custodial staff member receives job training to attain a thorough understanding of their individual responsibilities regarding maintenance procedures, daily responsibilities, performance expectations, and safety measures.
The custodial staff and principal inspect facilities for safety hazards or other conditions that need attention. They communicate daily regarding campus maintenance and safety issues. Restrooms are checked periodically throughout the day and cleaned as needed. Daily housekeeping and cleaning take place in the evening. When students and staff are on school break, custodial teams focus on deep cleaning of carpets, floors, windows, restrooms, and other major components of the campus.
Maintenance and Repair
District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service with emergency repairs given the highest priority.
The district's maintenance department inspects facilities and operating systems at the school. A formal inspection report is prepared annually in accordance with Education Code §17592.72(c)(1).

INSTRUCTIONAL MATERIALS

The school district held a public hearing on September 7, 2023, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home.

Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most currently available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers, parents, and administrators. All recommended materials are available for parent examination at the district office prior to adoption.

TEXTBOOKS

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

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

PUPIL ACHIEVEMENT AND OUTCOMES

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS

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

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

ASSESSMENT RESULTS

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

Assessment Results by Subject						
	School	School	District	District	State	State
	2021-22	2022-23	2021-22	2022-23	2021-22	2022-23
English Language Arts/Literacy (Grades 3-8 and 11)	61	61	66	64	47	46
Mathematics (Grades 3-8 and 11)	53	50	59	58	33	34
Science (Grades 5, 8, and 10)	53	59	54	55	29	30

Assessment Results by Student Group - English Language Arts					
2022-23	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	151	150	99.34	0.66	60.67
Male	73	73	100.00	0.00	60.27
Female	78	77	98.72	1.28	61.04
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	98	98	100.00	0.00	42.86
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	28	28	100.00	0.00	89.29
Two or More Races	18	17	94.44	5.56	100.00
EL Students	44	44	100.00	0.00	13.64
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	60	60	100.00	0.00	33.33
Migrant Education	0	0	0	0	0
Students with Disabilities	11	10	90.91	9.09	--

Assessment Results by Student Group - Mathematics					
2022-23	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	151	150	99.34	0.66	50.00
Male	73	73	100.00	0.00	56.16
Female	78	77	98.72	1.28	44.16
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	98	98	100.00	0.00	30.61
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	28	28	100.00	0.00	85.71
Two or More Races	18	17	94.44	5.56	82.35
EL Students	44	44	100.00	0.00	4.55
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	60	60	100.00	0.00	20.00
Migrant Education	0	0	0	0	0
Students with Disabilities	11	10	90.91	9.09	--

Assessment Results by Student Group - Science					
2022-23	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	47	46	97.87	2.13	58.70
Male	19	19	100.00	0.00	57.89
Female	28	27	96.43	3.57	59.26
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	28	28	100.00	0.00	35.71
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
EL Students	11	11	100.00	0.00	9.09
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	21	21	100.00	0.00	28.57
Migrant Education	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

OTHER OUTCOMES
The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):
- Pupil outcomes in the subject area of physical education

PHYSICAL FITNESS ASSESSMENT
In the spring of each year, all California schools are required by the state to administer a physical fitness test to students in the fifth, seventh, and ninth grades. The physical fitness test is a standardized evaluation that measures each student's ability to perform fitness tasks in five major areas. The five major areas are Aerobic Capacity, Abdominal Strength and Endurance, Extensor and Strength and Flexibility, Upper Body Strength and Endurance, and Flexibility.
The table displays the percentage of students participating in each of the five fitness evaluations by grade. Detailed information regarding this test may be found at the CDE website at http://www.cde.ca.gov/ta/tg/pf/.

2022-23 Physical Fitness Test Participation					
Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5th	100	100	100	100	100

PUPIL ENGAGEMENT
The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):
- High school dropout and graduation rates
- Chronic absenteeism rates

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

Chronic Absenteeism Rate (Percentage)				
2022-23	**Cumulative Enrollment**	**Chronic Absenteeism Eligible Enrollment**	**Chronic Absenteeism Count**	**Chronic Absenteeism Rate (Percentage)**
All Students	353	349	44	12.6
Female	188	186	28	15.1
Male	165	163	16	9.8
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	13	13	0	0.0
Black or African American	0	0	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	251	248	38	15.3
Native Hawaiian or Pacific Islander	0	0	0	0.0
White	56	56	4	7.1
Two or More Races	33	32	2	6.3
EL Students	175	172	30	17.4
Foster Youth	0	0	0	0.0
Homeless	27	27	8	29.6
Military	--	--	--	--
Socioeconomically Disadvantaged	189	186	26	14.0
Migrant Education	0	0	0	0.0
Students with Disabilities	39	39	7	17.9

PARENT ENGAGEMENT
The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):
- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

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

SCHOOL CLIMATE
The SARC provides the following information relevant to the School Climate State Priority (Priority 6):
- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

SCHOOL SAFETY

The safety of students and staff is a primary concern of all Mountain View Whisman schools. 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 2023.

The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year. Students are supervised by school staff and the principal.

Noon duty supervisors and other site staff provide supervision during lunch. Students may be dropped off and picked up from the front of the school. The school enforces a closed-campus policy during school hours to ensure student safety. Visitors must sign in at the office, wear a visitor's badge at all times while on campus, and sign out upon leaving the school.

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

SUSPENSIONS AND EXPULSIONS

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

Suspension and Expulsion Rates						
	Suspensions			Expulsions		
	2020-21	2021-22	2022-23	2020-21	2021-22	2022-23
School	0.00	0.00	3.40	0.00	0.00	0.00
District	0.26	2.10	3.51	0.00	0.00	0.00
State	0.20	3.17	3.60	0.00	0.07	0.08

Suspension & Expulsion Rates by Student Group		
2022-23	Suspensions	Expulsions
All Students	3.40	0.00
Female	0.53	0.00
Male	6.67	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	3.98	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
White	3.57	0.00
Two or More Races	0.00	0.00
EL Students	4.57	0.00
Foster Youth	0.00	0.00
Homeless	3.70	0.00
Military	--	--
Socioeconomically Disadvantaged	5.29	0.00
Migrant Education	0.00	0.00
Students with Disabilities	10.26	0.00

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.

ACADEMIC COUNSELOR TO PUPIL RATIO
The chart displays the ratio of pupils to academic counselor at the school.

2022-23 Ratio of Pupils to Academic Counselor	
Academic Counselor(s)	0

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

Counseling and Support Staff	
2022-23	**Full Time Equivalent**
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	0.500
Psychologist	As Needed
Social Worker	
Nurse	As Needed
Speech/Language/Hearing Specialist	As Needed
Resource Specialist (non-teaching)	1.00
Instructional Coach	1.00

COUNSELING AND SUPPORT SERVICES
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. In addition to individual counseling, CHAC provides Socio-Emotional lessons to all grade levels. Currently, Mistral Elementary School employs a School and Community Engagement Facilitator who proactively assists students and families with academic, social and emotional struggles. In addition to this, Mistral Elementary School also employs an At Risk Coordinator who support students who are having academic, social and emotional struggles in school.

CLASS SIZE DISTRIBUTION
The table indicates the average class size by grade level or subject area, as well as the number of classrooms that fall into each size category.
*Please note that the "Other" category may display data for multi-grade level classes.

Class Size Distribution By Grade												
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	2020-21	2021-22	2022-23	2020-21	2021-22	2022-23	2020-21	2021-22	2022-23	2020-21	2021-22	2022-23
K	21	22	24	1			2	3	3			
1st	20	17	22	2	1		1	3	3			
2nd	21	26	20	1		3	2	2				
3rd	19	20	26	3	3				2			
4th	59	49	54							2	2	2
5th	54	53	47							2	2	2
Other	12	11	12	1	1	1						

DISTRICT REVENUE SOURCES

In addition to general state funding, Mountain View Whisman School District receives state and federal funding for the following categorical, special education, and support programs:

- Title I
- Title II, Part A (Teacher & Principal Training & Recruiting)
- Title III, Part A (English Language Acquisition, Language Enhancement, and Academic Achievement Act)
- Title IV

SCHOOL AND DISTRICT EXPENDITURES

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

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.

2021-22 Expenditures per Pupil	
School: Total Expenditures Per Pupil	$ 20,083.00
School: From Supplemental/Restricted Sources	$ 7,996.00
School: From Basic/Unrestricted Sources	$ 12,087.00
District: From Basic/Unrestricted Sources	$ 11,581.00
Percentage of Variation between School & District	4.37 %
State: From Basic/Unrestricted Sources	$ 7,606.62
Percentage of Variation between School & State	58.9 %

TEACHER AND ADMINISTRATIVE SALARIES

This table displays District salaries for teachers, principals, and superintendents, and compares these figures to the State averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the District's budget, and compares these figures to the State averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE website.

2021-22 Average Salary Information		
	District	State
Beginning Teachers	$ 71,962.00	$ 54,045.78
Mid-Range Teachers	$ 105,235.00	$ 84,515.22
Highest Teachers	$ 129,016.00	$ 110,866.99
Elementary School Principals	$ 187,919.00	$ 136,840.86
Middle School Principals	$ 200,136.00	$ 141,476.95
High School Principals	$ 0.00	$ 137,985.00
Superintendent	$ 304,533.00	$ 217,473.29
Teacher Salaries	30.86 %	32.43 %
Administrative Salaries	7.12 %	5.62 %

SCHOOL SITE TEACHER SALARIES

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

2021-22 Average Teacher Salary	
School	$ 109,831.00
District	$ 100,960.00
Percentage of Variation between School & District	8.79 %
All Similar School Districts	$ 88,288.00
Percentage of Variation between School & State	24.4 %

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

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

PROFESSIONAL DEVELOPMENT
All training and professional development at Mountain View Whisman School District revolve around providing the best education and comprehensive support for all students. The district sponsors six full staff development days annually where teachers and support staff are offered a broad-based variety of professional growth opportunities to enhance their teaching and support practices. As part of the growth process, additional opportunities for training and staff development are provided at both the district and individual school sites to both certificated and classified staff throughout the school year as well as during non-contracted times. Teaching skills are built and educational concepts developed by staff participating in many conferences and workshops throughout the year, and then sharing their experiences and knowledge with their colleagues. Staff members are encouraged to attend district sponsored training and professional development programs.
Recent topics for continuous development and learning available to staff include:
General Education
- Multi Tiered Systems of Support (MTSS): District Universal Data Cycles, Coordination of Services Team (COST), and Student Study Team (SST)
- Dyslexia Awareness for Instructional Coaches, administrators, teachers
- Supporting ELs - Trainings provided on topics such Designated ELD, Content and Language Objectives, Integrated ELD
- Sheltered Instruction Observation Protocol (SIOP) training for Instructional Coaches, administrators, and teachers
- Professional development session on anti-bias framework with Anti-Defamation Leaue (ADL)
- In-class SEL support for teachers and students through Sown to Grow program implementation
Special Education
- Desired Results Developmental Profile (DRDP) training for Preschool
- Goalbook Toolkit training for all staff
- Individual Education Plans and IEP Manual training for all staff
- Social Skills Development for Speech Therapists
- Special Education Services Referral Protocols for all staff
- SPIRE Training for Education Specialists
- Legal Training for all staff
- Beginning Technology training for Instructional Assistants
- CPR Certification for Instructional Assistants
- Data Collection training for Instructional Assistants
- Facilitated IEP process for School Psychologists and Special Education Coordinators
- Learning Ally training for Education Specialists
- Behavioral support techniques for Instructional Assistants
Classified Staff
Secretaries
- Attendance Reporting
- Engagement protocols - SART and SARB
- Reporting
- Budget and Purchasing
Food Service
- Food Safety
- Workplace Safety
Maintenance, Operations and Transportation
- Scenario based maintenance and grounds training
- Transportation Training
- Custodian cleaning and safety training
- Workplace Safety
Librarians
- Advanced training on the library catalog system as well as e-book management

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

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

GIFTED AND TALENTED EDUCATION
With the implementation of the Local Control Funding Formula, the state of California no longer provides specific funding for Gifted and Talented Education (GATE). Consequently, the District no longer formally assesses its students for GATE qualification. Nevertheless, MVWSD is committed to providing challenging and inspiring opportunities for gifted and talented students. Elementary schools provide Response to Instruction time where students are supported with enrichment or intervention. Middle schools offer a variety of elective opportunities to meet student interests.

TECHNOLOGICAL RESOURCES

Every student in grades K-8 has been issued a touch-screen Chromebook. Students in grades K-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 laptop and an iPad. Every classroom has a 75–86-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 SERVICES

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. Each classroom is equipped with additional books in both languages, and there are numerous reading resources for all levels.

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 Mistral Elementary School's curriculum continuously using assessment data, district benchmarks, and pacing guides. All students have access to the core curriculum. Mistral 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. Additionally, in order to address learning gaps the district has provided Mistral with two additional Reading Intervention support teachers for grade K-2. The Reading Intervention teachers are a part of the District Early Literacy Team.

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

DISCIPLINE AND CLIMATE FOR LEARNING

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

Students at Gabriela Mistral Elementary School are guided by specific school and classroom expectations that promote respect, responsibility, good choices, kindness, 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 expectations 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 COST, MTSS, and Student Study Team, comprised of the principal, school psychologist, specialists, parents, and classroom teacher, help guide students toward academic achievement and social-emotional wellness. We currently have two CHAC (Counseling and Mental Health Services) interns who support our student population. In addition to this, CHAC personnel provides socio-emotional lessons grades Kindergarten to 5th grade.

SCHOOL LEADERSHIP

Leadership at Mistral Elementary School is a responsibility shared among district administration, the principal, instructional staff, students, and parents. Leadership opportunities at Mistral Elementary School include a Site Leadership Team, School Site Council (SSC), English Learner Advisory Committee (ELAC), Student Council, Junior Coaches, and Student Safety Patrol.

STUDENT RECOGNITION

It is Mistral Elementary School's goal to recognize students for their hard work and good choices. In order to reinforce these behaviors which contribute to a positive learning environment and community, teachers and administrator select three students per class each month who are examples of making good choices, being responsible and respectful. Mistral Elementary School recognizes students within their classrooms as well as at the school's monthly Quetzal Assemblies. The Mistral students receive a Premio Quetzal [Quetzal Prize] for being good models of appropriate behavior and high academic achievement. In addition to these awards, students receive a language award given to students who have made an effort to practice and use Spanish consistently throughout the school day. Every trimester, students with perfect attendance receive a recognition for their dedication and commitment to learning.

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
* Imagineerz
* Math Challenge
* Mad Science
* Robotics with Legos
* Theater
* Folkloric dance
* Soccer
* Chess
* Cooking Around the World
* Zumba

Mountain View Whisman
Monta Loma Elementary
2022-2023 School Accountability Report Card

Published: January 2024

SCHOOL ADMINISTRATION
Trisha Lee
tlee@mvwsd.org

SCHOOL INFORMATION
43695916049480
460 Thompson Ave.
Mountain View, CA 94043-3133
(650) 903-6915
www.mvwsd.org

SUPERINTENDENT
Dr. Ayindé Rudolph
supt@mvwsd.org

DISTRICT INFORMATION
Mountain View Whisman
1400 Montecito Ave.
Mountain View, CA 94043-3133
(650) 526-3552

BOARD OF EDUCATION
Laura Blakely
Christopher Chiang
Devon Conley
Laura Ramirez Berman
William Lambert

DISTRICT ADMINISTRATION
Dr. Ayindé Rudolph
Superintendent
supt@mvwsd.org

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

SARC INFORMATION
Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1st of each year. The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all Local Educational Agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in a LCAP is to be consistent with data reported in the SARC.

- Visit the California Department of Education (CDE) SARC webpage at http://www.cde.ca.gov/ta/ac/sa/, for more information about SARC requirements.
- Visit the CDE LCFF Webpage at http://www.cde.ca.gov/fg/aa/lc/, for more information about the LCFF or LCAP.
- For additional information about the school, parents and community members should contact the school principal or the district office.

DATAQUEST
DataQuest is an online data tool located on the CDE DataQuest Web page at http://dq.cde.ca.gov/dataquest that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

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

BOARD OF EDUCATION

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

DISTRICT ADMINISTRATION

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

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

DISTRICT MISSION

We inspire, prepare and empower every student.

DISTRICT VISION

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

DISTRICT GOALS

#1 Effective and consistent instructional practices that meet the needs of all students.
#2 Student social emotional health.
#3 Inclusive and welcoming culture.
#4 Effective and engaged employees.
#5 Equitable distribution of resources that support student success

DISTRICT PROFILE

Mountain View Whisman School District (MVWSD) is located in Mountain View, California, a suburban community of over 77,000 approximately 35 miles south of San Francisco. The award-winning district serves a diverse student population in preschool through eighth grade representing a wide range of ethnicities, languages, cultures, and economic status. The district serves 4,800 students in nine elementary schools and two middle schools. After graduating from middle school, students arrive prepared at the Mountain View-Los Altos Union High School District; one of the best in the state.

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

Within MVWSD, there is a culture of dedication and commitment to serving the students at all levels. The community is open and embraces the students, staff, and District. All stakeholders are willing to do what is required to improve students' learning experiences and outcomes. Community partnerships provide a wide range of support and enrichment for student learning including opportunities for after-school activities and field trips. A large percentage of parents are also engaged in supporting schools as volunteers, committee members, decision makers, and advocates for their children.

PRINCIPAL'S MESSAGE

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.

ENROLLMENT BY STUDENT GROUP
The charts display student enrollment broken down by student group.

Enrollment by Student Group	
2022-23	**Percentage**
Female	54.7
Male	45.3
Non-Binary	
American Indian or Alaska Native	
Asian	9
Black or African American	5.7
Filipino	2.4
Hispanic or Latino	45.7
Native Hawaiian or Pacific Islander	2.9
White	24.9
Two or More Races	9.4
EL Students	26.9
Foster Youth	
Homeless	4.9
Military	
Socioeconomically Disadvantaged	30.6
Migrant Education	
Students with Disabilities	13.5

ENROLLMENT BY GRADE
The charts display student enrollment broken down by grade.

Enrollment by Grade Level	
2022-23	**Count**
K	36
1st	43
2nd	41
3rd	41
4th	46
5th	38
Total	245

CONDITIONS OF LEARNING

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

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

TEACHER ASSIGNMENT

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

Teacher Preparation and Placement						
2020-21	**School Number**	**School Percent**	**District Number**	**District Percent**	**State Number**	**State Percent**
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	14.00	87.50	228.00	90.02	228,366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4,205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	0.20	0.08	11,216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	3.60	1.44	12,115.80	4.41
Unknown	2.00	12.50	21.40	8.45	18,854.30	6.86
Total Teaching Positions	16.00	100.00	253.20	100.00	274,759.10	100.00

Teacher Preparation and Placement						
2021-22	**School Number**	**School Percent**	**District Number**	**District Percent**	**State Number**	**State Percent**
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	17.20	94.05	227.90	92.88	234,405.20	84.00
Intern Credential Holders Properly Assigned	1.00	5.46	3.00	1.22	4,853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	2.00	0.82	12,001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	4.60	1.88	11,953.10	4.28
Unknown	0.00	0.44	7.80	3.19	15,831.90	5.67
Total Teaching Positions	18.30	100.00	245.30	100.00	279,044.80	100.00

Teachers Without Credentials and Misassignments		
	2020-21	**2021-22**
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

Credentialed Teachers Assigned Out-of-Field		
	2020-21	**2021-22**
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

Class Assignments		
	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0.00
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0.00

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

2022-23 School Facility Inspection Summary	
Date of Last Inspection:	11/8/2023
Data Collected:	November 2023
Overall Summary of School Facility Conditions:	Exemplary

School Facility Inspection Results		
Category	**Rating**	**Repair Needed and Action Taken or Planned**
SYSTEMS: Gas Leaks, Mechanical/HVAC, Sewer	Good	
INTERIOR: Interior Surfaces	Good	Building E: Nurse: Nurses office paint peeled off by student.
CLEANLINESS: Overall Cleanliness, Pest/ Vermin Infestation	Good	
ELECTRICAL: Electrical	Good	
RESTROOMS/FOUNTAINS: Restrooms, Sinks/ Fountains	Good	
SAFETY: Fire Safety, Hazardous Materials	Good	Building E: Main Office: Electrical panels blocked in outside electrical closet.
STRUCTURAL: Structural Damage, Roofs	Good	Building E: Main Office: Ceiling tiles stained indicating a possible roof leak.
EXTERNAL: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

SCHOOL FACILITIES
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 take place in the evening. When students and staff are on school break, custodial teams focus on deep cleaning of carpets, floors, windows, restrooms, and other major components of the campus.
Maintenance and Repair
District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service with emergency repairs given the highest priority.
The district's maintenance department inspects facilities and operating systems at the school. A formal inspection report is prepared annually in accordance with Education Code §17592.72(c)(1).

INSTRUCTIONAL MATERIALS

The school district held a public hearing on September 7, 2023, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home.

Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most currently available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers, parents, and administrators. All recommended materials are available for parent examination at the district office prior to adoption.

TEXTBOOKS

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

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

PUPIL ACHIEVEMENT AND OUTCOMES

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS

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

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

ASSESSMENT RESULTS

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

Assessment Results by Subject						
	School	School	District	District	State	State
	2021-22	2022-23	2021-22	2022-23	2021-22	2022-23
English Language Arts/Literacy (Grades 3-8 and 11)	57	56	66	64	47	46
Mathematics (Grades 3-8 and 11)	59	52	59	58	33	34
Science (Grades 5, 8, and 10)	55	56	54	55	29	30

Assessment Results by Student Group - English Language Arts					
2022-23	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	119	117	98.32	1.68	55.56
Male	58	58	100.00	0.00	51.72
Female	61	59	96.72	3.28	59.32
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	54	54	100.00	0.00	31.48
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	25	23	92.00	8.00	86.96
Two or More Races	12	12	100.00	0.00	91.67
EL Students	25	24	96.00	4.00	4.17
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	20	20	100.00	0.00	65.00
Socioeconomically Disadvantaged	35	34	97.14	2.86	35.29
Migrant Education	0	0	0	0	0
Students with Disabilities	15	14	93.33	6.67	14.29

Assessment Results by Student Group - Mathematics					
2022-23	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	119	118	99.16	0.84	51.69
Male	58	58	100.00	0.00	48.28
Female	61	60	98.36	1.64	55.00
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	54	54	100.00	0.00	27.78
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	25	24	96.00	4.00	75.00
Two or More Races	12	12	100.00	0.00	83.33
EL Students	25	25	100.00	0.00	12.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	20	20	100.00	0.00	60.00
Socioeconomically Disadvantaged	35	35	100.00	0.00	22.86
Migrant Education	0	0	0	0	0
Students with Disabilities	15	14	93.33	6.67	7.14

Assessment Results by Student Group - Science					
2022-23	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	39	39	100.00	0.00	56.41
Male	14	14	100.00	0.00	50.00
Female	25	25	100.00	0.00	60.00
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	17	17	100.00	0.00	23.53
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
EL Students	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	11	11	100.00	0.00	27.27
Migrant Education	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

OTHER OUTCOMES
The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):
- Pupil outcomes in the subject area of physical education

PHYSICAL FITNESS ASSESSMENT
In the spring of each year, all California schools are required by the state to administer a physical fitness test to students in the fifth, seventh, and ninth grades. The physical fitness test is a standardized evaluation that measures each student's ability to perform fitness tasks in five major areas. The five major areas are Aerobic Capacity, Abdominal Strength and Endurance, Extensor and Strength and Flexibility, Upper Body Strength and Endurance, and Flexibility.
The table displays the percentage of students participating in each of the five fitness evaluations by grade. Detailed information regarding this test may be found at the CDE website at http://www.cde.ca.gov/ta/tg/pf/.

2022-23 Physical Fitness Test Participation					
Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5th	100	100	100	100	100

PUPIL ENGAGEMENT
The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):
- High school dropout and graduation rates
- Chronic absenteeism rates

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

Chronic Absenteeism Rate (Percentage)				
2022-23	**Cumulative Enrollment**	**Chronic Absenteeism Eligible Enrollment**	**Chronic Absenteeism Count**	**Chronic Absenteeism Rate (Percentage)**
All Students	272	263	66	25.1
Female	144	142	35	24.6
Male	128	121	31	25.6
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	26	23	0	0.0
Black or African American	14	14	3	21.4
Filipino	6	6	2	33.3
Hispanic or Latino	126	122	40	32.8
Native Hawaiian or Pacific Islander	7	7	3	42.9
White	66	65	15	23.1
Two or More Races	27	26	3	11.5
EL Students	79	78	26	33.3
Foster Youth	0	0	0	0.0
Homeless	17	15	10	66.7
Military	--	--	--	--
Socioeconomically Disadvantaged	100	98	35	35.7
Migrant Education	0	0	0	0.0
Students with Disabilities	45	44	20	45.5

PARENT ENGAGEMENT
The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):
- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

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

SCHOOL CLIMATE
The SARC provides the following information relevant to the School Climate State Priority (Priority 6):
- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

SCHOOL SAFETY

The safety of students and staff is a primary concern of all Mountain View Whisman schools. 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 2023.

The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year. Students are supervised by school staff and the principal.

Noon duty supervisors and other site staff provide supervision during lunch. Students may be dropped off and picked up from the front of the school. The school enforces a closed-campus policy during school hours to ensure student safety. Visitors must sign in at the office, wear a visitor's badge at all times while on campus, and sign out upon leaving the school.

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

SUSPENSIONS AND EXPULSIONS

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

Suspension and Expulsion Rates						
	Suspensions			Expulsions		
	2020-21	2021-22	2022-23	2020-21	2021-22	2022-23
School	0.00	1.67	1.47	0.00	0.00	0.00
District	0.26	2.10	3.51	0.00	0.00	0.00
State	0.20	3.17	3.60	0.00	0.07	0.08

Suspension & Expulsion Rates by Student Group		
2022-23	Suspensions	Expulsions
All Students	1.47	0.00
Female	0.69	0.00
Male	2.34	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	2.38	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
White	1.52	0.00
Two or More Races	0.00	0.00
EL Students	1.27	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Military	--	--
Socioeconomically Disadvantaged	2.00	0.00
Migrant Education	0.00	0.00
Students with Disabilities	2.22	0.00

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.

ACADEMIC COUNSELOR TO PUPIL RATIO
The chart displays the ratio of pupils to academic counselor at the school.

2022-23 Ratio of Pupils to Academic Counselor	
Academic Counselor(s)	0

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

Counseling and Support Staff	
2022-23	**Full Time Equivalent**
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	0.875
Psychologist	As Needed
Social Worker	
Nurse	As Needed
Speech/Language/Hearing Specialist	As Needed
Resource Specialist (non-teaching)	1.00
Instructional Coach	1.00

COUNSELING AND SUPPORT SERVICES
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 a 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.

CLASS SIZE DISTRIBUTION
The table indicates the average class size by grade level or subject area, as well as the number of classrooms that fall into each size category.
*Please note that the "Other" category may display data for multi-grade level classes.

Class Size Distribution By Grade												
	Average Class Size			**1-20 Students**			**21-32 Students**			**33+ Students**		
	2020-21	**2021-22**	**2022-23**	**2020-21**	**2021-22**	**2022-23**	**2020-21**	**2021-22**	**2022-23**	**2020-21**	**2021-22**	**2022-23**
K	20	11	18	2	2	2		2				
1st	22	19	21		2	1	2		1			
2nd	22	22	19			2	2	2				
3rd	24	23	19			2	2	2				
4th	22	13	21		3	1	2		1			
5th	23	21	18		1	2	2	1				
Other	11	8	9	3	4	3						

DISTRICT REVENUE SOURCES

In addition to general state funding, Mountain View Whisman School District receives state and federal funding for the following categorical, special education, and support programs:

- Title I
- Title II, Part A (Teacher & Principal Training & Recruiting)
- Title III, Part A (English Language Acquisition, Language Enhancement, and Academic Achievement Act)
- Title IV

SCHOOL AND DISTRICT EXPENDITURES

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

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.

2021-22 Expenditures per Pupil	
School: Total Expenditures Per Pupil	$ 18,616.00
School: From Supplemental/Restricted Sources	$ 6,179.00
School: From Basic/Unrestricted Sources	$ 12,437.00
District: From Basic/Unrestricted Sources	$ 11,581.00
Percentage of Variation between School & District	7.39 %
State: From Basic/Unrestricted Sources	$ 7,606.62
Percentage of Variation between School & State	63.5 %

TEACHER AND ADMINISTRATIVE SALARIES

This table displays District salaries for teachers, principals, and superintendents, and compares these figures to the State averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the District's budget, and compares these figures to the State averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE website.

2021-22 Average Salary Information		
	District	State
Beginning Teachers	$ 71,962.00	$ 54,045.78
Mid-Range Teachers	$ 105,235.00	$ 84,515.22
Highest Teachers	$ 129,016.00	$ 110,866.99
Elementary School Principals	$ 187,919.00	$ 136,840.86
Middle School Principals	$ 200,136.00	$ 141,476.95
High School Principals	$ 0.00	$ 137,985.00
Superintendent	$ 304,533.00	$ 217,473.29
Teacher Salaries	30.86 %	32.43 %
Administrative Salaries	7.12 %	5.62 %

SCHOOL SITE TEACHER SALARIES

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

2021-22 Average Teacher Salary	
School	$ 99,146.00
District	$ 100,960.00
Percentage of Variation between School & District	-1.8 %
All Similar School Districts	$ 88,288.00
Percentage of Variation between School & State	12.3 %

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

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

PROFESSIONAL DEVELOPMENT
All training and professional development at Mountain View Whisman School District revolve around providing the best education and comprehensive support for all students. The district sponsors six full staff development days annually where teachers and support staff are offered a broad-based variety of professional growth opportunities to enhance their teaching and support practices. As part of the growth process, additional opportunities for training and staff development are provided at both the district and individual school sites to both certificated and classified staff throughout the school year as well as during non-contracted times. Teaching skills are built and educational concepts developed by staff participating in many conferences and workshops throughout the year, and then sharing their experiences and knowledge with their colleagues. Staff members are encouraged to attend district sponsored training and professional development programs.
Recent topics for continuous development and learning available to staff include:
General Education
- Multi Tiered Systems of Support (MTSS): District Universal Data Cycles, Coordination of Services Team (COST), and Student Study Team (SST)
- Dyslexia Awareness for Instructional Coaches, administrators, teachers
- Supporting ELs - Trainings provided on topics such Designated ELD, Content and Language Objectives, Integrated ELD
- Sheltered Instruction Observation Protocol (SIOP) training for Instructional Coaches, administrators, and teachers
- Professional development session on anti-bias framework with Anti-Defamation Leaue (ADL)
- In-class SEL support for teachers and students through Sown to Grow program implementation
Special Education
- Desired Results Developmental Profile (DRDP) training for Preschool
- Goalbook Toolkit training for all staff
- Individual Education Plans and IEP Manual training for all staff
- Social Skills Development for Speech Therapists
- Special Education Services Referral Protocols for all staff
- SPIRE Training for Education Specialists
- Legal Training for all staff
- Beginning Technology training for Instructional Assistants
- CPR Certification for Instructional Assistants
- Data Collection training for Instructional Assistants
- Facilitated IEP process for School Psychologists and Special Education Coordinators
- Learning Ally training for Education Specialists
- Behavioral support techniques for Instructional Assistants
Classified Staff
Secretaries
- Attendance Reporting
- Engagement protocols - SART and SARB
- Reporting
- Budget and Purchasing
Food Service
- Food Safety
- Workplace Safety
Maintenance, Operations and Transportation
- Scenario based maintenance and grounds training
- Transportation Training
- Custodian cleaning and safety training
- Workplace Safety
Librarians
- Advanced training on the library catalog system as well as e-book management

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

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

GIFTED AND TALENTED EDUCATION
With the implementation of the Local Control Funding Formula, the state of California no longer provides specific funding for Gifted and Talented Education (GATE). Consequently, the District no longer formally assesses its students for GATE qualification. Nevertheless, MVWSD is committed to providing challenging and inspiring opportunities for gifted and talented students. Elementary schools provide Response to Instruction time where students are supported with enrichment or intervention. Middle schools offer a variety of elective opportunities to meet student interests.

TECHNOLOGICAL RESOURCES

Every student in grades K-8 has been issued a touch-screen Chromebook. Students in grades K-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 laptop and an iPad. Every classroom has a 75–86-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 SERVICES

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.

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 Monta Loma Elementary 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 one additional teacher to support this initiative. Additionally, in order to address learning gaps the district has provided Monta Loma with one additional Reading Intervention support teacher for grades K-2. The Reading Intervention teacher is a part of the District Early Literacy Team.

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

DISCIPLINE AND CLIMATE FOR LEARNING

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

Students at Monta Loma Elementary School are expected to conduct themselves in a manner that is in alignment with 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.

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.

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.

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, we instill a sense of belonging and cultivate student empowerment through our Student Leader program. 4th and 5th Grade students support our school programming and their peers by serving as student leaders at recess and lunch, campus greeters, and peer mediators.

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:

- Beyond the Bell
- Classroom Enrichment
- Coding
- Living Classroom
- Police Academy League (PAL)
- Right at School
- Student Council
- Student Leadership
- Tech Museum of Innovation Tech Challenge

Mountain View Whisman
Stevenson Elementary
2022-2023 School Accountability Report Card

Published: January 2024

SCHOOL ADMINISTRATION
Terri Lambert
tlambert@mvwsd.org

SCHOOL INFORMATION
43695916049464
750 San Pierre Way
Mountain View, CA 94043-3133
(650) 903-6950
www.mvwsd.org

SUPERINTENDENT
Dr. Ayindé Rudolph
supt@mvwsd.org

DISTRICT INFORMATION
Mountain View Whisman
1400 Montecito Ave.
Mountain View, CA 94043-3133
(650) 526-3552

BOARD OF EDUCATION
Laura Blakely
Christopher Chiang
Devon Conley
Laura Ramirez Berman
William Lambert

DISTRICT ADMINISTRATION
Dr. Ayindé Rudolph
Superintendent
supt@mvwsd.org

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

SARC INFORMATION

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1st of each year. The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all Local Educational Agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in a LCAP is to be consistent with data reported in the SARC.

- Visit the California Department of Education (CDE) SARC webpage at http://www.cde.ca.gov/ta/ac/sa/, for more information about SARC requirements.
- Visit the CDE LCFF Webpage at http://www.cde.ca.gov/fg/aa/lc/, for more information about the LCFF or LCAP.
- For additional information about the school, parents and community members should contact the school principal or the district office.

DATAQUEST

DataQuest is an online data tool located on the CDE DataQuest Web page at http://dq.cde.ca.gov/dataquest that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

CALIFORNIA SCHOOL DASHBOARD

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

BOARD OF EDUCATION

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

DISTRICT ADMINISTRATION

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

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

DISTRICT MISSION

We inspire, prepare and empower every student.

DISTRICT VISION

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

DISTRICT GOALS

#1 Effective and consistent instructional practices that meet the needs of all students.
#2 Student social emotional health.
#3 Inclusive and welcoming culture.
#4 Effective and engaged employees.
#5 Equitable distribution of resources that support student success

DISTRICT PROFILE

Mountain View Whisman School District (MVWSD) is located in Mountain View, California, a suburban community of over 77,000 approximately 35 miles south of San Francisco. The award-winning district serves a diverse student population in preschool through eighth grade representing a wide range of ethnicities, languages, cultures, and economic status. The district serves 4,800 students in nine elementary schools and two middle schools. After graduating from middle school, students arrive prepared at the Mountain View-Los Altos Union High School District; one of the best in the state.

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

Within MVWSD, there is a culture of dedication and commitment to serving the students at all levels. The community is open and embraces the students, staff, and District. All stakeholders are willing to do what is required to improve students' learning experiences and outcomes. Community partnerships provide a wide range of support and enrichment for student learning including opportunities for after-school activities and field trips. A large percentage of parents are also engaged in supporting schools as volunteers, committee members, decision makers, and advocates for their children.

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,events, 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.

ENROLLMENT BY STUDENT GROUP
The charts display student enrollment broken down by student group.

Enrollment by Student Group	
2022-23	**Percentage**
Female	49.3
Male	50.7
Non-Binary	
American Indian or Alaska Native	
Asian	37.1
Black or African American	0.7
Filipino	1.1
Hispanic or Latino	10.7
Native Hawaiian or Pacific Islander	
White	30.5
Two or More Races	19.3
EL Students	10.1
Foster Youth	
Homeless	
Military	
Socioeconomically Disadvantaged	8.6
Migrant Education	
Students with Disabilities	7.2

ENROLLMENT BY GRADE
The charts display student enrollment broken down by grade.

Enrollment by Grade Level	
2022-23	**Count**
K	72
1st	72
2nd	72
3rd	69
4th	90
5th	81
Total	456

CONDITIONS OF LEARNING
The SARC provides the following information relevant to the Basic State Priority (Priority 1):
- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

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

Teacher Preparation and Placement						
2020-21	**School Number**	**School Percent**	**District Number**	**District Percent**	**State Number**	**State Percent**
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	19.50	95.12	228.00	90.02	228,366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4,205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	0.20	0.08	11,216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	3.60	1.44	12,115.80	4.41
Unknown	1.00	4.88	21.40	8.45	18,854.30	6.86
Total Teaching Positions	20.50	100.00	253.20	100.00	274,759.10	100.00

Teacher Preparation and Placement						
2021-22	**School Number**	**School Percent**	**District Number**	**District Percent**	**State Number**	**State Percent**
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	19.80	95.20	227.90	92.88	234,405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	3.00	1.22	4,853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	2.00	0.82	12,001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.00	4.80	4.60	1.88	11,953.10	4.28
Unknown	0.00	0.00	7.80	3.19	15,831.90	5.67
Total Teaching Positions	20.80	100.00	245.30	100.00	279,044.80	100.00

Teachers Without Credentials and Misassignments		
	2020-21	**2021-22**
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

Credentialed Teachers Assigned Out-of-Field		
	2020-21	**2021-22**
Credentialed Teachers Authorized on a Permit or Waiver	0.00	1.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	1.00

Class Assignments		
	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0.00
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0.00

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

2022-23 School Facility Inspection Summary	
Date of Last Inspection:	11/25/2023
Data Collected:	November 2023
Overall Summary of School Facility Conditions:	Exemplary

School Facility Inspection Results		
Category	Rating	Repair Needed and Action Taken or Planned
SYSTEMS: Gas Leaks, Mechanical/HVAC, Sewer	Good	
INTERIOR: Interior Surfaces	Good	
CLEANLINESS: Overall Cleanliness, Pest/ Vermin Infestation	Good	
ELECTRICAL: Electrical	Good	
RESTROOMS/FOUNTAINS: Restrooms, Sinks/ Fountains	Good	Building B: Classroom 16: Classroom drinking faucet loose.
SAFETY: Fire Safety, Hazardous Materials	Good	Building A: Classroom K-1: Exit sign out, not lit up. Building D: Classroom 09: Fire Extinguisher not mounted.
STRUCTURAL: Structural Damage, Roofs	Good	
EXTERNAL: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

SCHOOL FACILITIES
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 take place in the evening. When students and staff are on school break, custodial teams focus on deep cleaning of carpets, floors, windows, restrooms, and other major components of the campus.
Maintenance and Repair
District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service with emergency repairs given the highest priority.
The district's maintenance department inspects facilities and operating systems at the school. A formal inspection report is prepared annually in accordance with Education Code §17592.72(c)(1).

INSTRUCTIONAL MATERIALS

The school district held a public hearing on September 7, 2023, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home.

Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most currently available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers, parents, and administrators. All recommended materials are available for parent examination at the district office prior to adoption.

TEXTBOOKS

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

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

PUPIL ACHIEVEMENT AND OUTCOMES

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS

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

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

ASSESSMENT RESULTS

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

Assessment Results by Subject						
	School	School	District	District	State	State
	2021-22	2022-23	2021-22	2022-23	2021-22	2022-23
English Language Arts/Literacy (Grades 3-8 and 11)	87	89	66	64	47	46
Mathematics (Grades 3-8 and 11)	88	89	59	58	33	34
Science (Grades 5, 8, and 10)	76	81	54	55	29	30

Assessment Results by Student Group - English Language Arts					
2022-23	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	237	236	99.58	0.42	88.98
Male	123	123	100.00	0.00	86.18
Female	114	113	99.12	0.88	92.04
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	83	83	100.00	0.00	93.98
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	28	27	96.43	3.57	55.56
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	77	77	100.00	0.00	90.91
Two or More Races	46	46	100.00	0.00	97.83
EL Students	11	11	100.00	0.00	27.27
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	14	13	92.86	7.14	61.54
Migrant Education	0	0	0	0	0
Students with Disabilities	23	22	95.65	4.35	63.64

Assessment Results by Student Group - Mathematics					
2022-23	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	237	236	99.58	0.42	88.56
Male	123	123	100.00	0.00	86.99
Female	114	113	99.12	0.88	90.27
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	83	83	100.00	0.00	93.98
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	28	27	96.43	3.57	55.56
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	77	77	100.00	0.00	88.31
Two or More Races	46	46	100.00	0.00	97.83
EL Students	11	11	100.00	0.00	36.36
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	14	13	92.86	7.14	61.54
Migrant Education	0	0	0	0	0
Students with Disabilities	23	22	95.65	4.35	63.64

Assessment Results by Student Group - Science					
2022-23	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	80	79	98.75	1.25	81.01
Male	41	41	100.00	0.00	73.17
Female	39	38	97.44	2.56	89.47
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	24	24	100.00	0.00	83.33
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	11	10	90.91	9.09	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	30	30	100.00	0.00	83.33
Two or More Races	13	13	100.00	0.00	92.31
EL Students	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--
Migrant Education	0	0	0	0	0
Students with Disabilities	12	11	91.67	8.33	36.36

OTHER OUTCOMES
The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):
- Pupil outcomes in the subject area of physical education

PHYSICAL FITNESS ASSESSMENT
In the spring of each year, all California schools are required by the state to administer a physical fitness test to students in the fifth, seventh, and ninth grades. The physical fitness test is a standardized evaluation that measures each student's ability to perform fitness tasks in five major areas. The five major areas are Aerobic Capacity, Abdominal Strength and Endurance, Extensor and Strength and Flexibility, Upper Body Strength and Endurance, and Flexibility.
The table displays the percentage of students participating in each of the five fitness evaluations by grade. Detailed information regarding this test may be found at the CDE website at http://www.cde.ca.gov/ta/tg/pf/.

2022-23 Physical Fitness Test Participation					
Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5th	100	100	100	100	100

PUPIL ENGAGEMENT
The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):
- High school dropout and graduation rates
- Chronic absenteeism rates

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

Chronic Absenteeism Rate (Percentage)				
2022-23	**Cumulative Enrollment**	**Chronic Absenteeism Eligible Enrollment**	**Chronic Absenteeism Count**	**Chronic Absenteeism Rate (Percentage)**
All Students	462	458	32	7.0
Female	229	226	14	6.2
Male	233	232	18	7.8
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	170	170	5	2.9
Black or African American	3	3	0	0.0
Filipino	5	5	0	0.0
Hispanic or Latino	49	49	11	22.4
Native Hawaiian or Pacific Islander	0	0	0	0.0
White	141	139	11	7.9
Two or More Races	90	89	5	5.6
EL Students	60	60	9	15.0
Foster Youth	0	0	0	0.0
Homeless	0	0	0	0.0
Military	--	--	--	--
Socioeconomically Disadvantaged	43	43	6	14.0
Migrant Education	0	0	0	0.0
Students with Disabilities	43	43	9	20.9

PARENT ENGAGEMENT
The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):
- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

PARENT INVOLVEMENT
Mountain View Whisman School District is grateful for parent involvement. There are many ways parents can be involved with our schools. Some options include joining the Parent Teacher Association (PTA), running for School Site Council (SSC) and or joining the English Learner Advisory Committee (ELAC). Parents who wish to regularly volunteer on school campuses are required to complete a volunteer badge application through our Raptor system. Infrequent volunteers, those that are on campus less than three times per year, are required to present a valid ID when signing in.
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. The PACT Foundation supports Stevenson by coordinating volunteer services, field trips, social events, and fundraising as well as the monthly cooking, gardening, and socio-emotional instruction.

SCHOOL CLIMATE
The SARC provides the following information relevant to the School Climate State Priority (Priority 6):
- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

SCHOOL SAFETY

The safety of students and staff is a primary concern of all Mountain View Whisman schools. 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 2023.

The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year. Students are supervised by school staff and the principal.

Noon duty supervisors and other site staff provide supervision during lunch. Students may be dropped off and picked up from the front of the school. The school enforces a closed-campus policy during school hours to ensure student safety. Visitors must sign in at the office, wear a visitor's badge at all times while on campus, and sign out upon leaving the school.

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

SUSPENSIONS AND EXPULSIONS

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

Suspension and Expulsion Rates						
	Suspensions			Expulsions		
	2020-21	2021-22	2022-23	2020-21	2021-22	2022-23
School	0.00	0.00	1.73	0.00	0.00	0.00
District	0.26	2.10	3.51	0.00	0.00	0.00
State	0.20	3.17	3.60	0.00	0.07	0.08

Suspension & Expulsion Rates by Student Group		
2022-23	Suspensions	Expulsions
All Students	1.73	0.00
Female	0.87	0.00
Male	2.58	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	1.76	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	4.08	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
White	2.13	0.00
Two or More Races	0.00	0.00
EL Students	3.33	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Military	--	--
Socioeconomically Disadvantaged	2.33	0.00
Migrant Education	0.00	0.00
Students with Disabilities	0.00	0.00

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.

ACADEMIC COUNSELOR TO PUPIL RATIO
The chart displays the ratio of pupils to academic counselor at the school.

2022-23 Ratio of Pupils to Academic Counselor	
Academic Counselor(s)	0

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

Counseling and Support Staff	
2022-23	**Full Time Equivalent**
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	0.750
Psychologist	As Needed
Social Worker	
Nurse	As Needed
Speech/Language/Hearing Specialist	As Needed
Resource Specialist (non-teaching)	1.00
Instructional Coach	1.00

COUNSELING AND SUPPORT SERVICES
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 two counseling interns 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.

CLASS SIZE DISTRIBUTION
The table indicates the average class size by grade level or subject area, as well as the number of classrooms that fall into each size category.
*Please note that the "Other" category may display data for multi-grade level classes.

Class Size Distribution By Grade												
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	2020-21	2021-22	2022-23	2020-21	2021-22	2022-23	2020-21	2021-22	2022-23	2020-21	2021-22	2022-23
K	24	18	24		1		3	3	3			
1st	23	18	24		1		3	3	3			
2nd	23	16	24		2		4	2	3			
3rd	23	17	23		1		3	4	3			
4th	14	18	30	5	2			3	3			
5th	13	19	27	5	1			2	3			
Other	9	7	17	1	1	1						

DISTRICT REVENUE SOURCES

In addition to general state funding, Mountain View Whisman School District receives state and federal funding for the following categorical, special education, and support programs:

- Title I
- Title II, Part A (Teacher & Principal Training & Recruiting)
- Title III, Part A (English Language Acquisition, Language Enhancement, and Academic Achievement Act)
- Title IV

SCHOOL AND DISTRICT EXPENDITURES

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

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.

2021-22 Expenditures per Pupil	
School: Total Expenditures Per Pupil	$ 18,616.00
School: From Supplemental/Restricted Sources	$ 8,058.00
School: From Basic/Unrestricted Sources	$ 10,558.00
District: From Basic/Unrestricted Sources	$ 11,581.00
Percentage of Variation between School & District	-8.83 %
State: From Basic/Unrestricted Sources	$ 7,606.62
Percentage of Variation between School & State	38.8 %

TEACHER AND ADMINISTRATIVE SALARIES

This table displays District salaries for teachers, principals, and superintendents, and compares these figures to the State averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the District's budget, and compares these figures to the State averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE website.

2021-22 Average Salary Information		
	District	**State**
Beginning Teachers	$ 71,962.00	$ 54,045.78
Mid-Range Teachers	$ 105,235.00	$ 84,515.22
Highest Teachers	$ 129,016.00	$ 110,866.99
Elementary School Principals	$ 187,919.00	$ 136,840.86
Middle School Principals	$ 200,136.00	$ 141,476.95
High School Principals	$ 0.00	$ 137,985.00
Superintendent	$ 304,533.00	$ 217,473.29
Teacher Salaries	30.86 %	32.43 %
Administrative Salaries	7.12 %	5.62 %

SCHOOL SITE TEACHER SALARIES

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

2021-22 Average Teacher Salary	
School	$ 96,951.00
District	$ 100,960.00
Percentage of Variation between School & District	-3.97 %
All Similar School Districts	$ 88,288.00
Percentage of Variation between School & State	9.81 %

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

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

PROFESSIONAL DEVELOPMENT
All training and professional development at Mountain View Whisman School District revolve around providing the best education and comprehensive support for all students. The district sponsors six full staff development days annually where teachers and support staff are offered a broad-based variety of professional growth opportunities to enhance their teaching and support practices. As part of the growth process, additional opportunities for training and staff development are provided at both the district and individual school sites to both certificated and classified staff throughout the school year as well as during non-contracted times. Teaching skills are built and educational concepts developed by staff participating in many conferences and workshops throughout the year, and then sharing their experiences and knowledge with their colleagues. Staff members are encouraged to attend district sponsored training and professional development programs.
Recent topics for continuous development and learning available to staff include:
General Education
- Multi Tiered Systems of Support (MTSS): District Universal Data Cycles, Coordination of Services Team (COST), and Student Study Team (SST)
- Dyslexia Awareness for Instructional Coaches, administrators, teachers
- Supporting ELs - Trainings provided on topics such Designated ELD, Content and Language Objectives, Integrated ELD
- Sheltered Instruction Observation Protocol (SIOP) training for Instructional Coaches, administrators, and teachers
- Professional development session on anti-bias framework with Anti-Defamation Leaue (ADL)
- In-class SEL support for teachers and students through Sown to Grow program implementation
Special Education
- Desired Results Developmental Profile (DRDP) training for Preschool
- Goalbook Toolkit training for all staff
- Individual Education Plans and IEP Manual training for all staff
- Social Skills Development for Speech Therapists
- Special Education Services Referral Protocols for all staff
- SPIRE Training for Education Specialists
- Legal Training for all staff
- Beginning Technology training for Instructional Assistants
- CPR Certification for Instructional Assistants
- Data Collection training for Instructional Assistants
- Facilitated IEP process for School Psychologists and Special Education Coordinators
- Learning Ally training for Education Specialists
- Behavioral support techniques for Instructional Assistants
Classified Staff
Secretaries
- Attendance Reporting
- Engagement protocols - SART and SARB
- Reporting
- Budget and Purchasing
Food Service
- Food Safety
- Workplace Safety
Maintenance, Operations and Transportation
- Scenario based maintenance and grounds training
- Transportation Training
- Custodian cleaning and safety training
- Workplace Safety
Librarians
- Advanced training on the library catalog system as well as e-book management

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

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

GIFTED AND TALENTED EDUCATION
With the implementation of the Local Control Funding Formula, the state of California no longer provides specific funding for Gifted and Talented Education (GATE). Consequently, the District no longer formally assesses its students for GATE qualification. Nevertheless, MVWSD is committed to providing challenging and inspiring opportunities for gifted and talented students. Elementary schools provide Response to Instruction time where students are supported with enrichment or intervention. Middle schools offer a variety of elective opportunities to meet student interests.

TECHNOLOGICAL RESOURCES

Every student in grades K-8 has been issued a touch-screen Chromebook. Students in grades K-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 laptop and an iPad. Every classroom has a 75–86-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 SERVICES

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.

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 Stevenson Elementary School's 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 the school's Response to Instruction program. The district provides two additional teachers to support this initiative.

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

DISCIPLINE AND CLIMATE FOR LEARNING

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

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. Our At-Risk Supervisor supports students in need of additional attention to maintain a safe emotional and physical environment and to thrive socially.

Parents and students are informed of school rules and discipline policies through email, parent training, parent orientation, weekly newsletters, in-class postings, and class/parent meetings.

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.

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.

EXTRACURRICULAR ACTIVITIES

At Stevenson Elementary School, we weave enrichment activities into the curriculum on a regular basis. With 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 (financial support is provided to families as needed). Programs include: cooking, basketball, chess, Mandarin, STEAM and many other fun after school classes.

Mountain View Whisman
Theuerkauf Elementary
2022-2023 School Accountability Report Card

Published: January 2024

SCHOOL ADMINISTRATION
Danielle Lyons
dlyons@mvwsd.org

SCHOOL INFORMATION
43695916049514
1625 San Luis Ave.
Mountain View, CA 94043-3133
(650) 903-6925
www.mvwsd.org

SUPERINTENDENT
Dr. Ayindé Rudolph
supt@mvwsd.org

DISTRICT INFORMATION
Mountain View Whisman
1400 Montecito Ave.
Mountain View, CA 94043-3133
(650) 526-3552

BOARD OF EDUCATION
Laura Blakely
Christopher Chiang
Devon Conley
Laura Ramirez Berman
William Lambert

DISTRICT ADMINISTRATION
Dr. Ayindé Rudolph
Superintendent
supt@mvwsd.org

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

SARC INFORMATION

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1st of each year. The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all Local Educational Agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in a LCAP is to be consistent with data reported in the SARC.

- Visit the California Department of Education (CDE) SARC webpage at http://www.cde.ca.gov/ta/ac/sa/, for more information about SARC requirements.
- Visit the CDE LCFF Webpage at http://www.cde.ca.gov/fg/aa/lc/, for more information about the LCFF or LCAP.
- For additional information about the school, parents and community members should contact the school principal or the district office.

DATAQUEST

DataQuest is an online data tool located on the CDE DataQuest Web page at http://dq.cde.ca.gov/dataquest that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

CALIFORNIA SCHOOL DASHBOARD

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

BOARD OF EDUCATION

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

DISTRICT ADMINISTRATION

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

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

DISTRICT MISSION

We inspire, prepare and empower every student.

DISTRICT VISION

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

DISTRICT GOALS

#1 Effective and consistent instructional practices that meet the needs of all students.
#2 Student social emotional health.
#3 Inclusive and welcoming culture.
#4 Effective and engaged employees.
#5 Equitable distribution of resources that support student success

DISTRICT PROFILE

Mountain View Whisman School District (MVWSD) is located in Mountain View, California, a suburban community of over 77,000 approximately 35 miles south of San Francisco. The award-winning district serves a diverse student population in preschool through eighth grade representing a wide range of ethnicities, languages, cultures, and economic status. The district serves 4,800 students in nine elementary schools and two middle schools. After graduating from middle school, students arrive prepared at the Mountain View-Los Altos Union High School District; one of the best in the state.

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

Within MVWSD, there is a culture of dedication and commitment to serving the students at all levels. The community is open and embraces the students, staff, and District. All stakeholders are willing to do what is required to improve students' learning experiences and outcomes. Community partnerships provide a wide range of support and enrichment for student learning including opportunities for after-school activities and field trips. A large percentage of parents are also engaged in supporting schools as volunteers, committee members, decision makers, and advocates for their children.

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 ongoing professional development opportunities, and they 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 success through differentiated learning experiences, increased support for our English learners through designated English Language Development and SIOP strategies, and a targeted approach with social and emotional learning. Parents are encouraged to be active participants in their child's learning through individual contributions, weekly newsletters, parent meetings, parent trainings, and involvement in a range of parent and school activities. 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.

ENROLLMENT BY STUDENT GROUP
The charts display student enrollment broken down by student group.

Enrollment by Student Group	
2022-23	**Percentage**
Female	46
Male	54
Non-Binary	
American Indian or Alaska Native	
Asian	15.2
Black or African American	1.7
Filipino	4.4
Hispanic or Latino	46
Native Hawaiian or Pacific Islander	0.3
White	20.7
Two or More Races	11.8
EL Students	30.3
Foster Youth	0.6
Homeless	4.4
Military	
Socioeconomically Disadvantaged	36.9
Migrant Education	
Students with Disabilities	7.7

ENROLLMENT BY GRADE
The charts display student enrollment broken down by grade.

Enrollment by Grade Level	
2022-23	**Count**
K	142
1st	48
2nd	59
3rd	39
4th	45
5th	30
Total	363

CONDITIONS OF LEARNING

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

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

TEACHER ASSIGNMENT

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

Teacher Preparation and Placement						
2020-21	**School Number**	**School Percent**	**District Number**	**District Percent**	**State Number**	**State Percent**
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	16.00	94.12	228.00	90.02	228,366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4,205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	0.20	0.08	11,216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	3.60	1.44	12,115.80	4.41
Unknown	1.00	5.88	21.40	8.45	18,854.30	6.86
Total Teaching Positions	17.00	100.00	253.20	100.00	274,759.10	100.00

Teacher Preparation and Placement						
2021-22	**School Number**	**School Percent**	**District Number**	**District Percent**	**State Number**	**State Percent**
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	15.40	86.08	227.90	92.88	234,405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	3.00	1.22	4,853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	5.59	2.00	0.82	12,001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.50	8.38	4.60	1.88	11,953.10	4.28
Unknown	0.00	0.00	7.80	3.19	15,831.90	5.67
Total Teaching Positions	17.80	100.00	245.30	100.00	279,044.80	100.00

Teachers Without Credentials and Misassignments		
	2020-21	**2021-22**
Permits and Waivers	0.00	0.00
Misassignments	0.00	1.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	1.00

Credentialed Teachers Assigned Out-of-Field		
	2020-21	**2021-22**
Credentialed Teachers Authorized on a Permit or Waiver	0.00	1.50
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	1.50

Class Assignments		
	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	5.20
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0.00

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

2022-23 School Facility Inspection Summary	
Date of Last Inspection:	11/25/2023
Data Collected:	November 2023
Overall Summary of School Facility Conditions:	Exemplary

School Facility Inspection Results		
Category	**Rating**	**Repair Needed and Action Taken or Planned**
SYSTEMS: Gas Leaks, Mechanical/HVAC, Sewer	Good	
INTERIOR: Interior Surfaces	Good	
CLEANLINESS: Overall Cleanliness, Pest/ Vermin Infestation	Good	Building C: Girls' Restroom: Girls' bathroom very dirty. Building B: Multi-use Room: Restrooms: Ants in room.
ELECTRICAL: Electrical	Good	
RESTROOMS/FOUNTAINS: Restrooms, Sinks/ Fountains	Good	Building A: Main Office: Hand Dryer out.
SAFETY: Fire Safety, Hazardous Materials	Good	Building B: Multi-use Room: Electrical Room: Electrical panel blocked.
STRUCTURAL: Structural Damage, Roofs	Good	
EXTERNAL: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

SCHOOL FACILITIES
Theuerkauf Elementary sits on 16.96 acres that is shared with Stevenson 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 take place in the evening. When students and staff are on school break, custodial teams focus on deep cleaning of carpets, floors, windows, restrooms, and other major components of the campus.
Maintenance and Repair
District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service with emergency repairs given the highest priority.
The district's maintenance department inspects facilities and operating systems at the school. A formal inspection report is prepared annually in accordance with Education Code §17592.72(c)(1).

INSTRUCTIONAL MATERIALS

The school district held a public hearing on September 7, 2023, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home.

Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most currently available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers, parents, and administrators. All recommended materials are available for parent examination at the district office prior to adoption.

TEXTBOOKS

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

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

PUPIL ACHIEVEMENT AND OUTCOMES

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS

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

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

ASSESSMENT RESULTS

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

Assessment Results by Subject						
	School	School	District	District	State	State
	2021-22	2022-23	2021-22	2022-23	2021-22	2022-23
English Language Arts/Literacy (Grades 3-8 and 11)	56	50	66	64	47	46
Mathematics (Grades 3-8 and 11)	44	46	59	58	33	34
Science (Grades 5, 8, and 10)	31	33	54	55	29	30

Assessment Results by Student Group - English Language Arts					
2022-23	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	115	112	97.39	2.61	50.00
Male	59	59	100.00	0.00	45.76
Female	56	53	94.64	5.36	54.72
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	14	12	85.71	14.29	66.67
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	56	56	100.00	0.00	25.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	22	21	95.45	4.55	76.19
Two or More Races	12	12	100.00	0.00	83.33
EL Students	28	25	89.29	10.71	8.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	35	35	100.00	0.00	20.00
Migrant Education	0	0	0	0	0
Students with Disabilities	13	13	100.00	0.00	23.08

Assessment Results by Student Group - Mathematics					
2022-23	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	115	115	100.00	0.00	46.09
Male	59	59	100.00	0.00	40.68
Female	56	56	100.00	0.00	51.79
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	14	14	100.00	0.00	71.43
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	56	56	100.00	0.00	23.21
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	22	22	100.00	0.00	68.18
Two or More Races	12	12	100.00	0.00	75.00
EL Students	28	28	100.00	0.00	17.86
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	35	35	100.00	0.00	5.71
Migrant Education	0	0	0	0	0
Students with Disabilities	13	13	100.00	0.00	15.38

Assessment Results by Student Group - Science					
2022-23	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	30	30	100.00	0.00	33.33
Male	14	14	100.00	0.00	21.43
Female	16	16	100.00	0.00	43.75
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	17	17	100.00	0.00	17.65
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
EL Students	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	11	11	100.00	0.00	9.09
Migrant Education	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

OTHER OUTCOMES
The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):
- Pupil outcomes in the subject area of physical education

PHYSICAL FITNESS ASSESSMENT
In the spring of each year, all California schools are required by the state to administer a physical fitness test to students in the fifth, seventh, and ninth grades. The physical fitness test is a standardized evaluation that measures each student's ability to perform fitness tasks in five major areas. The five major areas are Aerobic Capacity, Abdominal Strength and Endurance, Extensor and Strength and Flexibility, Upper Body Strength and Endurance, and Flexibility.
The table displays the percentage of students participating in each of the five fitness evaluations by grade. Detailed information regarding this test may be found at the CDE website at http://www.cde.ca.gov/ta/tg/pf/.

2022-23 Physical Fitness Test Participation					
Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5th	100	100	100	100	100

PUPIL ENGAGEMENT
The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):
- High school dropout and graduation rates
- Chronic absenteeism rates

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

Chronic Absenteeism Rate (Percentage)				
2022-23	**Cumulative Enrollment**	**Chronic Absenteeism Eligible Enrollment**	**Chronic Absenteeism Count**	**Chronic Absenteeism Rate (Percentage)**
All Students	410	387	102	26.4
Female	192	183	44	24.0
Male	218	204	58	28.4
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	1	1	1	100.0
Asian	75	63	12	19.0
Black or African American	8	8	3	37.5
Filipino	20	20	5	25.0
Hispanic or Latino	179	173	52	30.1
Native Hawaiian or Pacific Islander	1	1	1	100.0
White	80	76	17	22.4
Two or More Races	46	45	11	24.4
EL Students	144	138	35	25.4
Foster Youth	2	2	0	0.0
Homeless	23	22	9	40.9
Military	--	--	--	--
Socioeconomically Disadvantaged	160	154	51	33.1
Migrant Education	0	0	0	0.0
Students with Disabilities	49	46	20	43.5

PARENT ENGAGEMENT
The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):
- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

PARENT INVOLVEMENT
Mountain View Whisman School District is grateful for parent involvement. There are many ways parents can be involved with our schools. Some options include joining the Parent Teacher Association (PTA), running for School Site Council (SSC) and or joining the English Learner Advisory Committee (ELAC). Parents who wish to regularly volunteer on school campuses are required to complete a volunteer badge application through our Raptor system. Infrequent volunteers, those that are on campus less than three times per year, are required to present a valid ID when signing in.
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 always welcome:
- Parent Teacher Association (PTA)
- School Site Council (SSC)
- English Learner Advisory Committee (ELAC)
- Before and after-school tutoring and club sponsors
- Classroom volunteers/room parents
- Project Cornerstone readers in classrooms
- School-wide event volunteers
The school also benefits greatly from local community partnerships on campus.

SCHOOL CLIMATE

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):
- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

SCHOOL SAFETY

The safety of students and staff is a primary concern of all Mountain View Whisman schools. 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 2023.

The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year. Students are supervised by school staff and the principal.

Noon duty supervisors and other site staff provide supervision during lunch. Students may be dropped off and picked up from the front of the school. The school enforces a closed-campus policy during school hours to ensure student safety. Visitors must sign in at the office, wear a visitor's badge at all times while on campus, and sign out upon leaving the school.

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

SUSPENSIONS AND EXPULSIONS

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

Suspension and Expulsion Rates						
	Suspensions			Expulsions		
	2020-21	2021-22	2022-23	2020-21	2021-22	2022-23
School	0.00	1.25	2.20	0.00	0.00	0.00
District	0.26	2.10	3.51	0.00	0.00	0.00
State	0.20	3.17	3.60	0.00	0.07	0.08

Suspension & Expulsion Rates by Student Group		
2022-23	Suspensions	Expulsions
All Students	2.20	0.00
Female	0.00	0.00
Male	4.13	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	1.33	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.12	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
White	3.75	0.00
Two or More Races	4.35	0.00
EL Students	2.08	0.00
Foster Youth	0.00	0.00
Homeless	4.35	0.00
Military	--	--
Socioeconomically Disadvantaged	2.50	0.00
Migrant Education	0.00	0.00
Students with Disabilities	8.16	0.00

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.

ACADEMIC COUNSELOR TO PUPIL RATIO
The chart displays the ratio of pupils to academic counselor at the school.

2022-23 Ratio of Pupils to Academic Counselor	
Academic Counselor(s)	0

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

Counseling and Support Staff	
2022-23	**Full Time Equivalent**
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	0.601
Psychologist	As Needed
Social Worker	
Nurse	As Needed
Speech/Language/Hearing Specialist	As Needed
Resource Specialist (non-teaching)	1.00
Instructional Coach	1.00

COUNSELING AND SUPPORT SERVICES
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. The school is also able to provide counseling services and support through the Pacific Clinic organization and through our school psychologist. Currently, Theuerkauf Elementary School also employs a School and Community Engagement Facilitator (SCEF) and an At-Risk Intervention Supervisor (ARIS) who proactively assist students and families with academic, social and emotional struggles.

CLASS SIZE DISTRIBUTION
The table indicates the average class size by grade level or subject area, as well as the number of classrooms that fall into each size category.
*Please note that the "Other" category may display data for multi-grade level classes.

Class Size Distribution By Grade												
	Average Class Size			**1-20 Students**			**21-32 Students**			**33+ Students**		
	2020-21	**2021-22**	**2022-23**	**2020-21**	**2021-22**	**2022-23**	**2020-21**	**2021-22**	**2022-23**	**2020-21**	**2021-22**	**2022-23**
K	18	13	23	6	8	3			3			1
1st	25	16	24		2		2	2	2			
2nd	21	15	20	1	1	2	1	2	1			
3rd	15	15	20	2	2	2		1				
4th	21	25	23	1			1	1	2			
5th	18	26	30	1			1	2	1			
Other	13	12	11	1	1	1						

DISTRICT REVENUE SOURCES

In addition to general state funding, Mountain View Whisman School District receives state and federal funding for the following categorical, special education, and support programs:

- Title I
- Title II, Part A (Teacher & Principal Training & Recruiting)
- Title III, Part A (English Language Acquisition, Language Enhancement, and Academic Achievement Act)
- Title IV

SCHOOL AND DISTRICT EXPENDITURES

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

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.

2021-22 Expenditures per Pupil	
School: Total Expenditures Per Pupil	$ 21,475.00
School: From Supplemental/Restricted Sources	$ 8,188.00
School: From Basic/Unrestricted Sources	$ 13,287.00
District: From Basic/Unrestricted Sources	$ 11,581.00
Percentage of Variation between School & District	14.73 %
State: From Basic/Unrestricted Sources	$ 7,606.62
Percentage of Variation between School & State	74.68 %

TEACHER AND ADMINISTRATIVE SALARIES

This table displays District salaries for teachers, principals, and superintendents, and compares these figures to the State averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the District's budget, and compares these figures to the State averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE website.

2021-22 Average Salary Information		
	District	**State**
Beginning Teachers	$ 71,962.00	$ 54,045.78
Mid-Range Teachers	$ 105,235.00	$ 84,515.22
Highest Teachers	$ 129,016.00	$ 110,866.99
Elementary School Principals	$ 187,919.00	$ 136,840.86
Middle School Principals	$ 200,136.00	$ 141,476.95
High School Principals	$ 0.00	$ 137,985.00
Superintendent	$ 304,533.00	$ 217,473.29
Teacher Salaries	30.86 %	32.43 %
Administrative Salaries	7.12 %	5.62 %

SCHOOL SITE TEACHER SALARIES

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

2021-22 Average Teacher Salary	
School	$ 95,280.00
District	$ 100,960.00
Percentage of Variation between School & District	-5.63 %
All Similar School Districts	$ 88,288.00
Percentage of Variation between School & State	7.92 %

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

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

PROFESSIONAL DEVELOPMENT
All training and professional development at Mountain View Whisman School District revolve around providing the best education and comprehensive support for all students. The district sponsors six full staff development days annually where teachers and support staff are offered a broad-based variety of professional growth opportunities to enhance their teaching and support practices. As part of the growth process, additional opportunities for training and staff development are provided at both the district and individual school sites to both certificated and classified staff throughout the school year as well as during non-contracted times. Teaching skills are built and educational concepts developed by staff participating in many conferences and workshops throughout the year, and then sharing their experiences and knowledge with their colleagues. Staff members are encouraged to attend district sponsored training and professional development programs.
Recent topics for continuous development and learning available to staff include:
General Education
- Multi Tiered Systems of Support (MTSS): District Universal Data Cycles, Coordination of Services Team (COST), and Student Study Team (SST)
- Dyslexia Awareness for Instructional Coaches, administrators, teachers
- Supporting ELs - Trainings provided on topics such Designated ELD, Content and Language Objectives, Integrated ELD
- Sheltered Instruction Observation Protocol (SIOP) training for Instructional Coaches, administrators, and teachers
- Professional development session on anti-bias framework with Anti-Defamation Leaue (ADL)
- In-class SEL support for teachers and students through Sown to Grow program implementation
Special Education
- Desired Results Developmental Profile (DRDP) training for Preschool
- Goalbook Toolkit training for all staff
- Individual Education Plans and IEP Manual training for all staff
- Social Skills Development for Speech Therapists
- Special Education Services Referral Protocols for all staff
- SPIRE Training for Education Specialists
- Legal Training for all staff
- Beginning Technology training for Instructional Assistants
- CPR Certification for Instructional Assistants
- Data Collection training for Instructional Assistants
- Facilitated IEP process for School Psychologists and Special Education Coordinators
- Learning Ally training for Education Specialists
- Behavioral support techniques for Instructional Assistants
Classified Staff
Secretaries
- Attendance Reporting
- Engagement protocols - SART and SARB
- Reporting
- Budget and Purchasing
Food Service
- Food Safety
- Workplace Safety
Maintenance, Operations and Transportation
- Scenario based maintenance and grounds training
- Transportation Training
- Custodian cleaning and safety training
- Workplace Safety
Librarians
- Advanced training on the library catalog system as well as e-book management

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

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

GIFTED AND TALENTED EDUCATION
With the implementation of the Local Control Funding Formula, the state of California no longer provides specific funding for Gifted and Talented Education (GATE). Consequently, the District no longer formally assesses its students for GATE qualification. Nevertheless, MVWSD is committed to providing challenging and inspiring opportunities for gifted and talented students. Elementary schools provide Response to Instruction time where students are supported with enrichment or intervention. Middle schools offer a variety of elective opportunities to meet student interests.

TECHNOLOGICAL RESOURCES

Every student in grades K-8 has been issued a touch-screen Chromebook. Students in grades K-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 laptop and an iPad. Every classroom has a 75–86-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 SERVICES

Theuerkauf Elementary School's library, staffed by a part-time library technician, is stocked with more than 13,000 books that are available for students to check out. Students visit the library weekly with their class and can access the library during lunch. In the digital space, students have access to thousands 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 and sometimes offers extra activities during lunch time.

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 Theuerkauf Elementary 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 the school's Response to Instruction program. The district provides one additional teacher to support this initiative. Additionally, in order to address learning gaps the district has provided Theuerkauf with one additional Reading Intervention support teacher for grades K-2. The Reading Intervention teacher is a part of the District Early Literacy Team.

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

DISCIPLINE AND CLIMATE FOR LEARNING

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

Students at Theuerkauf Elementary School are guided by our five Core Values: Perseverance, 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/Student Handbook
- School Site Council
- Back to School Night
- Parent University Workshops
- PTA meetings
- ELAC meetings
- Monthly principal coffees
- Weekly newsletters
- 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.

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 and support staff enables ongoing collaboration throughout the grade levels. Teachers and other staff members also have the opportunity to represent their colleagues on the School Site Council (SSC), English Learner Advisory Committee (ELAC), the Parent Teacher Association (PTA), as well as in other leadership committees.

STUDENT RECOGNITION

Student success is recognized and celebrated on a weekly and monthly basis. Students earn "Cool Cat" tickets in recognition of academic progress and when demonstrating our Core Values: Perseverance, Respect, Responsibility, Integrity, and Courage. A monthly school assembly is held to support students uphold our core values. At the classroom level, teachers use a variety of incentive-based reward and recognition systems based on student growth. Academic achievement celebrations are held to celebrate students who have reached their personal growth goals in reading and math.

EXTRACURRICULAR ACTIVITIES

Students are encouraged to participate in the before and after school programs. Students have the opportunity for tutoring, chess club, theater club, and other clubs offered through PTA. During the school day, students are also able to take part in a range of creative classes, including various forms of additional art and music expression, Living Classroom nature exploration classes, STEAM, and more.

Mountain View Whisman
Jose Antonio Vargas Elementary
2022-2023 School Accountability Report Card

Published: January 2024

SCHOOL ADMINISTRATION
Vernorris Taylor
vtaylor@mvwsd.org

SCHOOL INFORMATION
43695910138750
220 North Whisman Rd.
Mountain View, CA 94043-3954
(650) 903-6952
www.mvwsd.org

SUPERINTENDENT
Dr. Ayindé Rudolph
supt@mvwsd.org

DISTRICT INFORMATION
Mountain View Whisman
1400 Montecito Ave.
Mountain View, CA 94043-3133
(650) 526-3552

BOARD OF EDUCATION
Laura Blakely
Christopher Chiang
Devon Conley
Laura Ramirez Berman
William Lambert

DISTRICT ADMINISTRATION
Dr. Ayindé Rudolph
Superintendent
supt@mvwsd.org

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

SARC INFORMATION

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1st of each year. The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all Local Educational Agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in a LCAP is to be consistent with data reported in the SARC.

- Visit the California Department of Education (CDE) SARC webpage at http://www.cde.ca.gov/ta/ac/sa/, for more information about SARC requirements.
- Visit the CDE LCFF Webpage at http://www.cde.ca.gov/fg/aa/lc/, for more information about the LCFF or LCAP.
- For additional information about the school, parents and community members should contact the school principal or the district office.

DATAQUEST

DataQuest is an online data tool located on the CDE DataQuest Web page at http://dq.cde.ca.gov/dataquest that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

CALIFORNIA SCHOOL DASHBOARD

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

BOARD OF EDUCATION

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

DISTRICT ADMINISTRATION

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

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

DISTRICT MISSION

We inspire, prepare and empower every student.

DISTRICT VISION

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

DISTRICT GOALS

#1 Effective and consistent instructional practices that meet the needs of all students.
#2 Student social emotional health.
#3 Inclusive and welcoming culture.
#4 Effective and engaged employees.
#5 Equitable distribution of resources that support student success

DISTRICT PROFILE

Mountain View Whisman School District (MVWSD) is located in Mountain View, California, a suburban community of over 77,000 approximately 35 miles south of San Francisco. The award-winning district serves a diverse student population in preschool through eighth grade representing a wide range of ethnicities, languages, cultures, and economic status. The district serves 4,800 students in nine elementary schools and two middle schools. After graduating from middle school, students arrive prepared at the Mountain View-Los Altos Union High School District; one of the best in the state.

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

Within MVWSD, there is a culture of dedication and commitment to serving the students at all levels. The community is open and embraces the students, staff, and District. All stakeholders are willing to do what is required to improve students' learning experiences and outcomes. Community partnerships provide a wide range of support and enrichment for student learning including opportunities for after-school activities and field trips. A large percentage of parents are also engaged in supporting schools as volunteers, committee members, decision makers, and advocates for their children.

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.

ENROLLMENT BY STUDENT GROUP
The charts display student enrollment broken down by student group.

Enrollment by Student Group	
2022-23	**Percentage**
Female	51
Male	49
Non-Binary	
American Indian or Alaska Native	0.3
Asian	27.7
Black or African American	0.9
Filipino	1.5
Hispanic or Latino	30.7
Native Hawaiian or Pacific Islander	0.6
White	23.9
Two or More Races	13.6
EL Students	24.5
Foster Youth	
Homeless	8.3
Military	
Socioeconomically Disadvantaged	27.7
Migrant Education	
Students with Disabilities	8

ENROLLMENT BY GRADE
The charts display student enrollment broken down by grade.

Enrollment by Grade Level	
2022-23	**Count**
K	63
1st	51
2nd	69
3rd	47
4th	58
5th	51
Total	339

CONDITIONS OF LEARNING

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

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

TEACHER ASSIGNMENT

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

Teacher Preparation and Placement						
2020-21	**School Number**	**School Percent**	**District Number**	**District Percent**	**State Number**	**State Percent**
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	17.80	97.27	228.00	90.02	228,366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4,205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	0.20	0.08	11,216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	3.60	1.44	12,115.80	4.41
Unknown	0.50	2.73	21.40	8.45	18,854.30	6.86
Total Teaching Positions	18.30	100.00	253.20	100.00	274,759.10	100.00

Teacher Preparation and Placement						
2021-22	**School Number**	**School Percent**	**District Number**	**District Percent**	**State Number**	**State Percent**
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	17.30	99.03	227.90	92.88	234,405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	3.00	1.22	4,853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	2.00	0.82	12,001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.10	0.69	4.60	1.88	11,953.10	4.28
Unknown	0.00	0.23	7.80	3.19	15,831.90	5.67
Total Teaching Positions	17.50	100.00	245.30	100.00	279,044.80	100.00

Teachers Without Credentials and Misassignments		
	2020-21	**2021-22**
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

Credentialed Teachers Assigned Out-of-Field		
	2020-21	**2021-22**
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.10
Total Out-of-Field Teachers	0.00	0.10

Class Assignments		
	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0.00
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0.00

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

2022-23 School Facility Inspection Summary	
Date of Last Inspection:	7/30/2023
Data Collected:	November 2023
Overall Summary of School Facility Conditions:	Exemplary

School Facility Inspection Results		
Category	**Rating**	**Repair Needed and Action Taken or Planned**
SYSTEMS: Gas Leaks, Mechanical/HVAC, Sewer	Good	
INTERIOR: Interior Surfaces	Good	
CLEANLINESS: Overall Cleanliness, Pest/ Vermin Infestation	Good	
ELECTRICAL: Electrical	Good	
RESTROOMS/FOUNTAINS: Restrooms, Sinks/ Fountains	Good	Building E: Girls' Restroom: Auto flush sensor not working on one toilet. Building E: Girls' Restroom: Touchless sink faucet not working.
SAFETY: Fire Safety, Hazardous Materials	Good	
STRUCTURAL: Structural Damage, Roofs	Good	
EXTERNAL: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Play Fields: Many windblown papers and trash on playfield. Building E: Classroom 08: Paint- Unknown person wrote an inspiration message on door.

SCHOOL FACILITIES
Vargas Elementary sits on 8.84 acres that is shared with the old Slater school which Google rents. It has 21 permanent rooms, a multi-use room, library, two playgrounds, and a front office space with a staff room.
Cleaning Process
The principal works with the custodial staff to ensure classrooms, restrooms, and campus grounds are kept clean, safe, and well-maintained.
The district provides comprehensive cleaning standards and prioritization guidelines. Each custodial staff member receives job training to attain a thorough understanding of their individual responsibilities regarding maintenance procedures, daily responsibilities, performance expectations, and safety measures.
The custodial staff and principal inspect facilities for safety hazards or other conditions that need attention. They communicate daily regarding campus maintenance and safety issues. Restrooms are checked periodically throughout the day and cleaned as needed. Daily housekeeping and cleaning take place in the evening. When students and staff are on school break, custodial teams focus on deep cleaning of carpets, floors, windows, restrooms, and other major components of the campus.
Maintenance and Repair
District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service with emergency repairs given the highest priority.
The district's maintenance department inspects facilities and operating systems at the school. A formal inspection report is prepared annually in accordance with Education Code §17592.72(c)(1).

INSTRUCTIONAL MATERIALS

The school district held a public hearing on September 7, 2023, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home.

Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most currently available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers, parents, and administrators. All recommended materials are available for parent examination at the district office prior to adoption.

TEXTBOOKS

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

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

PUPIL ACHIEVEMENT AND OUTCOMES

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS

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

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

ASSESSMENT RESULTS

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

Assessment Results by Subject						
	School	School	District	District	State	State
	2021-22	2022-23	2021-22	2022-23	2021-22	2022-23
English Language Arts/Literacy (Grades 3-8 and 11)	68	66	66	64	47	46
Mathematics (Grades 3-8 and 11)	64	57	59	58	33	34
Science (Grades 5, 8, and 10)	60	50	54	55	29	30

Assessment Results by Student Group - English Language Arts					
2022-23	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	167	151	90.42	9.58	66.23
Male	82	71	86.59	13.41	59.15
Female	85	80	94.12	5.88	72.50
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	39	34	87.18	12.82	76.47
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	52	43	82.69	17.31	39.53
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	45	43	95.56	4.44	81.40
Two or More Races	25	25	100.00	0.00	80.00
EL Students	42	27	64.29	35.71	18.52
Foster Youth	0	0	0	0	0
Homeless	17	11	64.71	35.29	18.18
Military	--	--	--	--	--
Socioeconomically Disadvantaged	49	42	85.71	14.29	42.86
Migrant Education	0	0	0	0	0
Students with Disabilities	19	19	100.00	0.00	10.53

Assessment Results by Student Group - Mathematics					
2022-23	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	167	164	98.20	1.80	57.32
Male	82	79	96.34	3.66	55.70
Female	85	85	100.00	0.00	58.82
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	39	39	100.00	0.00	84.62
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	52	50	96.15	3.85	18.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	45	44	97.78	2.22	75.00
Two or More Races	25	25	100.00	0.00	68.00
EL Students	42	40	95.24	4.76	20.00
Foster Youth	0	0	0	0	0
Homeless	17	15	88.24	11.76	13.33
Military	--	--	--	--	--
Socioeconomically Disadvantaged	49	47	95.92	4.08	27.66
Migrant Education	0	0	0	0	0
Students with Disabilities	19	19	100.00	0.00	5.26

Assessment Results by Student Group - Science					
2022-23	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	57	56	98.25	1.75	50.00
Male	26	25	96.15	3.85	40.00
Female	31	31	100.00	0.00	58.06
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	14	14	100.00	0.00	71.43
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	16	15	93.75	6.25	33.33
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	15	15	100.00	0.00	53.33
Two or More Races	--	--	--	--	--
EL Students	13	12	92.31	7.69	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	13	12	92.31	7.69	41.67
Migrant Education	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

OTHER OUTCOMES
The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):
- Pupil outcomes in the subject area of physical education

PHYSICAL FITNESS ASSESSMENT
In the spring of each year, all California schools are required by the state to administer a physical fitness test to students in the fifth, seventh, and ninth grades. The physical fitness test is a standardized evaluation that measures each student's ability to perform fitness tasks in five major areas. The five major areas are Aerobic Capacity, Abdominal Strength and Endurance, Extensor and Strength and Flexibility, Upper Body Strength and Endurance, and Flexibility.
The table displays the percentage of students participating in each of the five fitness evaluations by grade. Detailed information regarding this test may be found at the CDE website at http://www.cde.ca.gov/ta/tg/pf/.

2022-23 Physical Fitness Test Participation					
Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5th	100	100	100	100	100

PUPIL ENGAGEMENT
The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):
- High school dropout and graduation rates
- Chronic absenteeism rates

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

Chronic Absenteeism Rate (Percentage)				
2022-23	**Cumulative Enrollment**	**Chronic Absenteeism Eligible Enrollment**	**Chronic Absenteeism Count**	**Chronic Absenteeism Rate (Percentage)**
All Students	390	375	47	12.5
Female	196	188	22	11.7
Male	194	187	25	13.4
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	1	1	0	0.0
Asian	110	105	8	7.6
Black or African American	5	5	1	20.0
Filipino	8	8	1	12.5
Hispanic or Latino	127	119	28	23.5
Native Hawaiian or Pacific Islander	2	2	0	0.0
White	87	85	7	8.2
Two or More Races	47	47	2	4.3
EL Students	136	127	24	18.9
Foster Youth	0	0	0	0.0
Homeless	45	42	10	23.8
Military	--	--	--	--
Socioeconomically Disadvantaged	116	111	21	18.9
Migrant Education	0	0	0	0.0
Students with Disabilities	34	34	7	20.6

PARENT ENGAGEMENT
The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):
- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

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

SCHOOL CLIMATE
The SARC provides the following information relevant to the School Climate State Priority (Priority 6):
- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

SCHOOL SAFETY

The safety of students and staff is a primary concern of all Mountain View Whisman schools. 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 2023.

The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year. Students are supervised by school staff and the principal.

Noon duty supervisors and other site staff provide supervision during lunch. Students may be dropped off and picked up from the front of the school. The school enforces a closed-campus policy during school hours to ensure student safety. Visitors must sign in at the office, wear a visitor's badge at all times while on campus, and sign out upon leaving the school.

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

SUSPENSIONS AND EXPULSIONS

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

Suspension and Expulsion Rates						
	Suspensions			Expulsions		
	2020-21	2021-22	2022-23	2020-21	2021-22	2022-23
School	0.00	2.02	2.05	0.00	0.00	0.00
District	0.26	2.10	3.51	0.00	0.00	0.00
State	0.20	3.17	3.60	0.00	0.07	0.08

Suspension & Expulsion Rates by Student Group		
2022-23	Suspensions	Expulsions
All Students	2.05	0.00
Female	0.51	0.00
Male	3.61	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	3.15	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
White	3.45	0.00
Two or More Races	0.00	0.00
EL Students	2.94	0.00
Foster Youth	0.00	0.00
Homeless	6.67	0.00
Military	--	--
Socioeconomically Disadvantaged	4.31	0.00
Migrant Education	0.00	0.00
Students with Disabilities	11.76	0.00

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.

ACADEMIC COUNSELOR TO PUPIL RATIO
The chart displays the ratio of pupils to academic counselor at the school.

2022-23 Ratio of Pupils to Academic Counselor	
Academic Counselor(s)	0

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

Counseling and Support Staff	
2022-23	**Full Time Equivalent**
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	0.750
Psychologist	As Needed
Social Worker	
Nurse	As Needed
Speech/Language/Hearing Specialist	As Needed
Resource Specialist (non-teaching)	1.00
Instructional Coach	1.00

COUNSELING AND SUPPORT SERVICES
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. Students are seen in either individual or group sessions to address specific social and emotional needs. Additionally, CHAC provides whole group classroom lessons that support students in developing techniques to increase students' emotional regulation skills, prosocial communication skills and healthy coping skills.
Currently, Vargas Elementary School employs a School and Community Engagement Facilitator (SCEF) who proactively assists students and families with academic, social and emotional struggles. Similarly, we have an At-Risk Supervisor (ARIS) who supports students who are having difficulty engaging in class and during recess.

CLASS SIZE DISTRIBUTION
The table indicates the average class size by grade level or subject area, as well as the number of classrooms that fall into each size category.
*Please note that the "Other" category may display data for multi-grade level classes.

Class Size Distribution By Grade												
	Average Class Size			**1-20 Students**			**21-32 Students**			**33+ Students**		
	2020-21	**2021-22**	**2022-23**	**2020-21**	**2021-22**	**2022-23**	**2020-21**	**2021-22**	**2022-23**	**2020-21**	**2021-22**	**2022-23**
K	20	11	21	2	5		1		3			
1st	20	21	17	2	1	3	1	2				
2nd	18	12	23	3	4				3			
3rd	17	18	24	3	1			2	2			
4th	13	17	29	3	1			2	2			
5th	28	14	26		1		2	2	2			
Other	11	11	18	1	1	1						

DISTRICT REVENUE SOURCES

In addition to general state funding, Mountain View Whisman School District receives state and federal funding for the following categorical, special education, and support programs:

- Title I
- Title II, Part A (Teacher & Principal Training & Recruiting)
- Title III, Part A (English Language Acquisition, Language Enhancement, and Academic Achievement Act)
- Title IV

SCHOOL AND DISTRICT EXPENDITURES

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

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.

2021-22 Expenditures per Pupil	
School: Total Expenditures Per Pupil	$ 20,050.00
School: From Supplemental/Restricted Sources	$ 8,051.00
School: From Basic/Unrestricted Sources	$ 11,999.00
District: From Basic/Unrestricted Sources	$ 11,581.00
Percentage of Variation between School & District	3.61 %
State: From Basic/Unrestricted Sources	$ 7,606.62
Percentage of Variation between School & State	57.74 %

TEACHER AND ADMINISTRATIVE SALARIES

This table displays District salaries for teachers, principals, and superintendents, and compares these figures to the State averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the District's budget, and compares these figures to the State averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE website.

2021-22 Average Salary Information		
	District	**State**
Beginning Teachers	$ 71,962.00	$ 54,045.78
Mid-Range Teachers	$ 105,235.00	$ 84,515.22
Highest Teachers	$ 129,016.00	$ 110,866.99
Elementary School Principals	$ 187,919.00	$ 136,840.86
Middle School Principals	$ 200,136.00	$ 141,476.95
High School Principals	$ 0.00	$ 137,985.00
Superintendent	$ 304,533.00	$ 217,473.29
Teacher Salaries	30.86 %	32.43 %
Administrative Salaries	7.12 %	5.62 %

SCHOOL SITE TEACHER SALARIES

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

2021-22 Average Teacher Salary	
School	$ 96,141.00
District	$ 100,960.00
Percentage of Variation between School & District	-4.77 %
All Similar School Districts	$ 88,288.00
Percentage of Variation between School & State	8.89 %

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

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

PROFESSIONAL DEVELOPMENT
All training and professional development at Mountain View Whisman School District revolve around providing the best education and comprehensive support for all students. The district sponsors six full staff development days annually where teachers and support staff are offered a broad-based variety of professional growth opportunities to enhance their teaching and support practices. As part of the growth process, additional opportunities for training and staff development are provided at both the district and individual school sites to both certificated and classified staff throughout the school year as well as during non-contracted times. Teaching skills are built and educational concepts developed by staff participating in many conferences and workshops throughout the year, and then sharing their experiences and knowledge with their colleagues. Staff members are encouraged to attend district sponsored training and professional development programs.
Recent topics for continuous development and learning available to staff include:
General Education
- Multi Tiered Systems of Support (MTSS): District Universal Data Cycles, Coordination of Services Team (COST), and Student Study Team (SST)
- Dyslexia Awareness for Instructional Coaches, administrators, teachers
- Supporting ELs - Trainings provided on topics such Designated ELD, Content and Language Objectives, Integrated ELD
- Sheltered Instruction Observation Protocol (SIOP) training for Instructional Coaches, administrators, and teachers
- Professional development session on anti-bias framework with Anti-Defamation Leaue (ADL)
- In-class SEL support for teachers and students through Sown to Grow program implementation
Special Education
- Desired Results Developmental Profile (DRDP) training for Preschool
- Goalbook Toolkit training for all staff
- Individual Education Plans and IEP Manual training for all staff
- Social Skills Development for Speech Therapists
- Special Education Services Referral Protocols for all staff
- SPIRE Training for Education Specialists
- Legal Training for all staff
- Beginning Technology training for Instructional Assistants
- CPR Certification for Instructional Assistants
- Data Collection training for Instructional Assistants
- Facilitated IEP process for School Psychologists and Special Education Coordinators
- Learning Ally training for Education Specialists
- Behavioral support techniques for Instructional Assistants
Classified Staff
Secretaries
- Attendance Reporting
- Engagement protocols - SART and SARB
- Reporting
- Budget and Purchasing
Food Service
- Food Safety
- Workplace Safety
Maintenance, Operations and Transportation
- Scenario based maintenance and grounds training
- Transportation Training
- Custodian cleaning and safety training
- Workplace Safety
Librarians
- Advanced training on the library catalog system as well as e-book management

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

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

GIFTED AND TALENTED EDUCATION
With the implementation of the Local Control Funding Formula, the state of California no longer provides specific funding for Gifted and Talented Education (GATE). Consequently, the District no longer formally assesses its students for GATE qualification. Nevertheless, MVWSD is committed to providing challenging and inspiring opportunities for gifted and talented students. Elementary schools provide Response to Instruction time where students are supported with enrichment or intervention. Middle schools offer a variety of elective opportunities to meet student interests.

TECHNOLOGICAL RESOURCES

Every student in grades K-8 has been issued a touch-screen Chromebook. Students in grades K-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 laptop and an iPad. Every classroom has a 75–86-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 SERVICES

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.

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 December, through report cards that are sent home at the end of each trimester as well as through the parent portal where parents can view assessment results including CAASPP and i-Ready reports. The principal and individual staff members also discuss student's assessment data in alignment with the district's Multi-Tiered System of Support (MTSS) processes.

DISCIPLINE AND CLIMATE FOR LEARNING

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

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 messages and language borrowed from SEL programs like Project Cornerstone and Responsive Classroom. 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, morning messages.

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 Vargas Leadership team and 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.

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 Thursday Morning Golden Ticket recognition assemblies for students. The winners are shared in the weekly newsletter.

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 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, and Music.

Mountain View Whisman School District

Agenda Item for Board Meeting of 1/25/2024

Agenda Category: CONSENT AGENDA

Agenda Item Title: 2022-2023 Financial Audit Report

Estimated Time:

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

Background:
Each year, a school district is required by law to review at a public meeting the annual audit of the school district's financial records for the prior fiscal year. The audit examines the District's compliance with state and federal standards and procedures in order for the District to implement sound fiscal management practices for the most effective and efficient use of public funds.

The District's Audit Report for the Fiscal Year 2022-2023 ended June 30, 2023. A representative from the audit firm Christy White & Associates will be available to answer questions, if needed.

Fiscal Implication:
None.

Recommended Action:
No action required.

ATTACHMENTS:

Description	Type	Upload Date
Financial Audit Report 2022-2023	Backup Material	1/18/2024
Financial Audit Letter from Christy White Inc.	Backup Material	1/18/2024

CHRISTY WHITE
Certified Public Accountants serving
K-12 School Districts and Charter
Schools throughout California

November 1, 2023

Board of Education
Mountain View Whisman School District
Mountain View, California

We have audited the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of the Mountain View Whisman School District (the District) for the year ended June 30, 2023. Professional standards require that we provide you with information about our responsibilities under generally accepted auditing standards (and, if applicable, *Government Auditing Standards* and the Uniform Guidance), as well as certain information related to the planned scope and timing of our audit. We have communicated such information in our letter to you dated February 3, 2023. Professional standards also require that we communicate to you the following information related to our audit.

Significant Audit Matters

Qualitative Aspects of Accounting Practices
Management is responsible for the selection and use of appropriate accounting policies. The significant accounting policies used by Mountain View Whisman School District are described in Note 1 to the financial statements. We noted no transactions entered into by the District during the year for which there is a lack of authoritative guidance or consensus. All significant transactions have been recognized in the financial statements in the proper period.

Accounting estimates are an integral part of the financial statements prepared by management and are based on management's knowledge and experience about past and current events and assumptions about future events. Certain accounting estimates are particularly sensitive because of their significance to the financial statements and because of the possibility that future events affecting them may differ significantly from those expected. The most sensitive estimate(s) affecting the financial statements were:

> Management's estimate of depreciation of capital assets is based on historical estimates of each capitalized item's useful life. We evaluated the key factors and assumptions used to develop the depreciation of capital assets in determining that it is reasonable in relation to the financial statements taken as a whole.
>
> Management's estimate of the net pension liability and related deferred outflows of resources and deferred inflows of resources are based on actuarial valuations and pension contributions made during the year. We evaluated the key factors, assumptions, and proportionate share calculations used to develop the net pension liability and related deferred outflows of resources and deferred inflows of resources in determining that it is reasonable in relation to the financial statements taken as a whole.
>
> Management's estimate of total other postemployment benefits (OPEB) obligation is based on an actuarial valuation. We evaluated the key factors and assumptions used to develop the total OPEB obligation in determining that it is reasonable in relation to the financial statements taken as a whole.

348 Olive Street
San Diego, CA
92103
O: 619-270-8222
F: 619-260-9085
christywhite.com

Significant Audit Matters (continued)

Qualitative Aspects of Accounting Practices (continued)
Certain financial statement disclosures are particularly sensitive because of their significance to financial statement users. The most sensitive disclosures affecting the financial statements were:

> The disclosure of capital assets in Note 4 to the financial statements is based on historical information which could differ from actual useful lives of each capitalized item.
>
> The disclosure of the pension plans, net pension liability and related deferred outflows of resources and deferred inflows of resources in Note 11 to the financial statements represents management's estimates based on actuarial valuations and pension contributions made during the year. Actual results could differ depending on the key factors, and assumptions and proportionate share calculations used to develop the net pension liability and related deferred outflows of resources and deferred inflows of resources.
>
> The disclosure of other postemployment benefits and the total OPEB obligation in Note 10 to the financial statements represents management's estimate based on an actuarial valuation. Actual results could differ depending on the key factors and assumptions used for the actuarial valuation.

The financial statement disclosures are neutral, consistent, and clear.

Difficulties Encountered in Performing the Audit
We encountered no significant difficulties in dealing with management in performing and completing our audit.

Corrected and Uncorrected Misstatements
Professional standards require us to accumulate all known and likely misstatements identified during the audit, other than those that are clearly trivial, and communicate them to the appropriate level of management. Management has corrected all such misstatements. In addition, none of the misstatements detected as a result of audit procedures and corrected by management were material, either individually or in the aggregate, to each opinion unit's financial statements taken as a whole.

Disagreements with Management
For purposes of this letter, a disagreement with management is a financial accounting, reporting, or auditing matter, whether or not resolved to our satisfaction, that could be significant to the financial statements or the auditor's report. We are pleased to report that no such disagreements arose during the course of our audit.

Management Representations
We have requested certain representations from management that are included in the management representation letter dated November 1,2023.

Management Consultations with Other Independent Accountants
In some cases, management may decide to consult with other accountants about auditing and accounting matters, similar to obtaining a "second opinion" on certain situations. If a consultation involves application of an accounting principle to the District's financial statements or a determination of the type of auditor's opinion that may be expressed on those statements, our professional standards require the consulting accountant to check with us to determine that the consultant has all the relevant facts. To our knowledge, there were no such consultations with other accountants.

Other Audit Findings or Issues
We generally discuss a variety of matters, including the application of accounting principles and auditing standards, with management each year prior to retention as the District's auditors. However, these discussions occurred in the normal course of our professional relationship and our responses were not a condition to our retention.

Other Matters

We applied certain limited procedures to management's discussion and analysis, and the required supplementary information section, which are required supplementary information (RSI) that supplements the basic financial statements. Our procedures consisted of inquiries of management regarding the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We did not audit the RSI and do not express an opinion or provide any assurance on the RSI.

We were engaged to report on the supplementary information section, which accompany the financial statements but are not RSI. With respect to this supplementary information, we made certain inquiries of management and evaluated the form, content, and methods of preparing the information to determine that the information complies with accounting principles generally accepted in the United States of America, the method of preparing it has not changed from the prior period, and the information is appropriate and complete in relation to our audit of the financial statements. We compared and reconciled the supplementary information to the underlying accounting records used to prepare the financial statements or to the financial statements themselves.

We were not engaged to report on the supplementary information section, which accompany the financial statements but are not RSI. Such information has not been subjected to the auditing procedures applied in the audit of the basic financial statements, and accordingly, we do not express an opinion or provide any assurance on it.

Restriction on Use

This information is intended solely for the information and use of the Board of Education and management of the District and is not intended to be, and should not be, used by anyone other than these specified parties.

Very truly yours,

Christy White, Inc.

Christy White, Inc.
San Diego, California

Mountain View Whisman School District

Agenda Item for Board Meeting of 1/25/2024

Agenda Category: CONSENT AGENDA

Agenda Item Title: 2024-25 Local Control Accountability Plan Development Timeline

Estimated Time:

Person Responsible:
Cathy Baur
Chief Academic Officer

Background:
Staff is providing a report on timeline for the development of the 2024-25 Local Control Accountability Plan (LCAP). The annual LCAP/Climate survey will open on January 29th and work will begin in February on the LCAP and annual update.

Fiscal Implication:
None

Recommended Action:
None

ATTACHMENTS:

Description	Type	Upload Date
2024-25 LCAP Development Timeline Report	Backup Material	1/12/2024

Local Control Accountability Plan Development Timeline
Report to the Board of Trustees
January 25, 2024

LCAP Overview
School districts in California must develop a three-year plan to explain their goals and strategies for improving achievement for all students. This plan is called the Local Control Accountability Plan (LCAP). The plan goals must address the eight state priorities and actions and any areas of improvement identified on the California Dashboard. The eight state priorities include:

- Basic Services (Facilities, Credentials and instructional Materials)
- Implementation of the Common Core State Standards
- Course Access
- Parental Involvement
- Student Engagement
- School Climate
- Student Achievement
- Other Student Outcomes (Measures of student performance that are not included in the standardized tests.

The school district must also develop a budget that matches spending to the goals outlined in the plan. Included with the LCAP is the Budget Overview for Parents report to help stakeholders better understand funding decisions included in the District's budget. This year marks the beginning of a new three-year plan cycle.

LCAP Goals
The current MVWSD LCAP contains 6 goals. The first five goals are aligned to the District's Strategic Plan 2026 (SP2026) and one or more of the state priorities. Alignment to SP2026 ensures that district initiatives and work is focused and targeted. Goal six outlines the specific work being done to address improving student outcomes at Castro Elementary School. This goal is required by education code as Castro School was identified by the California Department of Education as having low school and student group performance on state priorities.

The LCAP Goals are as follows:
GOAL 1: State Priorities 2,4,7 and 8 and Strategic Plan Goal 1
- Develop and implement effective and consistent instructional practices that meet the needs of all students

GOAL 2: State priorities 5 and 6 and Strategic Plan Goal 2
- Develop and implement programs and processes to equitably and effectively support students' social-emotional health and behavior.

Goal 3 – State priority 3 and Strategic Plan Goal 3
- Cultivate and maintain an inclusive and welcoming culture that acknowledges, embraces, and empowers all stakeholders.

Goal 4 – State Priority 1 and Strategic Plan Goal 4

- Develop and implement policies and practices to support and retain effective and engaged employees.

Goal 5 - State Priority 1 and Strategic Plan Goal 5

- Develop and implement plans and protocols to ensure the equitable distribution of resources that support student success.

Goal 6 - State Priorities 2, 3, 4, 5, 6 and 8 and Strategic Plan Goals 1, 2, 3 and 5

- Develop and implement effective and consistent practices that meet the needs of students of Castro School.

Changes for 2024-25

LCAP Survey

The District administers an annual LCAP/Climate survey to collect input from staff, parents and students to gather information to inform the development of the LCAP. The District will continue to implement the changes made last year which resulted in significantly higher response rates. Last year's changes included:

- Parents received a unique link for the survey. This allowed the District to encourage families that have not taken the survey to do so during the administration window. Responses are confidential. This also eliminated demographic questions that we can pre-populate with District data
- Parents with multiple children were asked to respond based on their experiences with their child with their birthday earliest in the calendar year

For 2024-25, students will also receive a unique link to take the survey which will allow sites to encourage all students to take the survey while responses remain confidential. This eliminates demographic questions that will be pre-populated with District data and allows the District to better disaggregate results by student group to identify areas of strength or need. Staff will continue to receive a generic link to take the survey and will be provided time within their work day to complete it.

Mid-Year Update

Beginning in the 2023-24 school year, Assembly Bill - 114 (2023) requires the Superintendent of a school district to present a report on the annual update to the LCAP and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. The Mid-Year Update is presented for discussion only and there is not a required template. The District must include all of the following:

- All available mid-year outcome data related to metrics identified in the 2023–24 LCAP
- Mid-year expenditure and implementation data on all actions identified in the 2023–24 LCAP

MVWSD will present the Mid-Year Update at the February 8th meeting of the Board of Trustees.

LCAP Template

The California Department of Education has adopted a new LCAP template for the next three-year LCAP cycle which begins in 2024-25. Some of the changes include expanded

directions and prompts to address in all sections and a new annual update section for districts to analyze the successes and challenges of the LCAP cycle ending in 2023-24. Staff will attend trainings in January and February to learn more about the changes and to prepare for the development of the new LCAP for 2024-25.

2024-25 LCAP Development Timeline

January/February	Share LCAP timeline with stakeholders including, Board of Trustees, Leadership Team, District Advisory Committee (DAC), and District English Learner Advisory Committee (DELAC) Attend trainings on new LCAP Template and Instructions for Development of 2024-25 plan
January 29 - February 16 2024	LCAP survey window
January/February 2024	Schools present timeline to site groups including certificated and classified staff and provide time for stakeholder groups to take the LCAP survey
February 8, 2024	Present 2023-24 Mid-Year Update to the Board of Trustees
March 2024	Review initial input and begin drafting 2023-24 Annual Update
April 2024	Review data from surveys and draft 2024-25 LCAP
April 19, 2024	LCAP draft due
April/May 2024	Post LCAP draft for public comment. Gather additional input from District Advisory Council, District English Language Advisory Committee, Student Advisory Groups and SELPA Provide written responses to all input received
May 30, 2024	Present LCAP and supporting documents to Board of Trustees in Public Hearing
June 13, 2024	Present LCAP and supporting documents to the Board of Trustees for approval and submit to Santa Clara County Office of Education.

Next Steps

Staff will work to publicize the LCAP/Climate survey and provide opportunities for parents, students and staff to complete the survey by February 16. Staff will also attend training on the

new LCAP template and Development instructions. In March, work will begin on the 2023-24 annual update and 2024-25 LCAP and supporting documents.

Mountain View Whisman School District

Agenda Item for Board Meeting of 1/25/2024

Agenda Category: CONSENT AGENDA

Agenda Item Title: Board Policy (BP) 6179 Supplemental Instruction

Estimated Time:

Person Responsible: Cathy Baur, Chief Academic Officer

Background:
The District is in the process of updating Board policies at the recommendation of the California School Board Association, Board Policy 6179, Supplemental Instruction has been updated to reflect those recommendations.

Fiscal Implication:
None

Recommended Action:
It is recommended that the Board of Trustees approve Board Policy 6179, meetings and Notices at first reading, as presented.

ATTACHMENTS:

Description	Type	Upload Date
REDLINED Board Policy 6179 Supplemental Instruction	Backup Material	1/12/2024
UPDATED Board Policy 6179 Supplemental Instruction	Backup Material	1/17/2024

Instruction
Board Policy No. 6179
Policy Adopted: March 20, 2008
Policy Reviewed: Click or tap here to enter text.

SUPPLEMENTAL INSTRUCTION

The Governing Board recognizes that high-quality supplemental instructional programs can motivate and support students to attain grade-level academic standards, overcome academic deficiencies, and/or enhance critical skills. The district shall offer programs of direct, systematic, and intensive supplemental instruction to meet student needs. Supplemental instruction shall be offered in accordance with law and may be used to assist the district in meeting its goals for student achievement.

Supplemental instruction may be offered during and outside the regular school day, including during the summer, before school, after school, on Saturday, and/or during intersessions. When supplemental instruction is offered during the regular school day, it shall not supplant the student's instruction in the core curriculum areas or physical education.~~*(cf. 5113.1 - Truancy)*~~

As appropriate, supplemental instruction may be provided through a classroom setting, individual or small group instruction, technology-based instruction, and/or an arrangement with a community or other external service provider.

When determined to be necessary by the principal or designee and when written parent/guardian consent is obtained for the student's participation, a student may be required to participate in supplemental instruction outside the regular school day.

Supplemental instruction shall be offered to students who are recommended for retention, or are identified as being at risk for retention, at their current grade level. (Education Code 48070.5)

In addition, supplemental instruction may be offered to:

1. Students who demonstrate academic deficiencies that may jeopardize their attainment of academic standards

2. High school students who need support to successfully complete courses required for graduation

~~The district shall offer direct, systematic and intensive supplemental instruction for:~~

~~1. Students in grades 2 through 8 who have been retained or recommended for retention pursuant to Education Code 48070.5. (Education Code 37252.2)~~

~~*(cf. 5123 - Promotion/Acceleration/Retention)*~~

~~2. Students in grades 7 through 8 who do not demonstrate "sufficient progress" toward passing the state exit examination required for high school graduation. (Education Code 37252, 60851)~~

~~"Sufficient progress" shall be determined based on a student's results on the district assessments, state Standardized Testing and Reporting assessments, and the minimum levels of proficiency recommended by the State Board of Education.~~

~~In addition, students who do no possess sufficient English language skills to be assessed shall be considered students who do not demonstrate sufficient progress towards passing the exit examination and shall receive supplemental instruction designed to help them succeed on the exit examination. Education Code 37252)~~

~~3. Eligible students from low-income families whenever the district or a district school receiving federal Title I funds has been identified by the California Department of Education for program improvement for two or more years (20 USC 6316)~~

~~As funding, facilities and staffing permit, supplemental instruction may be offered to:~~

~~1. Students in grades 2 through 6 who have been identified as being at risk of retention pursuant to Education Code 48070.5 (Education Code 37252.5)~~
~~2. Students in grades 2 through 6 who have been identified as having a deficiency in mathematics, reading or written expression based on the results of the Standardized Testing and Reporting Program (Education Code 37252.)~~
~~3. Students in grades kindergarten through 8 who seek enrichment in mathematics, science or other core academic areas designated by the Superintendent of Public Instruction (Education Code 37253) (cf. 6143 - Courses of Study)~~
~~4. Students in grades kindergarten through 4 who need or desire intensive reading opportunities that meet the standards specified in Education Code 44259 and 53027 for a research-based comprehensive reading~~

~~program, including appropriate support to address the needs of English language learners. (Education Code 53025-53031)~~

5. ~~Students in grades 7 and 8 who need or desire intensive opportunities to practice skills in algebra and prealgebra (Education Code 41505-41508)~~

~~Required Student Participation~~

~~The Superintendent or designee may require participation in a supplemental instructional program for: (Education Code 37252.2, 37254.1)~~

1. ~~Students in grades 7-8 who demonstrate insufficient progress toward the exit examination required for high school graduation pursuant to Education Code 37252~~
2. ~~Students in grades 2-8 who are retained or recommended for retention pursuant to Education Code 37252.2~~
3. ~~Students in grades 2-6 who are "at risk" of retention or are deficient in mathematics, reading, or written expression pursuant to Education Code 37252.8~~
4. ~~Students in grades K-8 participating in enrichment programs in core academic subjects pursuant to Education Code 37253~~

~~The Superintendent or designee shall obtain written parent/guardian consent for a student's participation in the supplemental instructional program.~~

Legal Reference:

EDUCATION CODE

37200-37202 School calendar

37223 Weekend classes

37252-37254 Supplemental instruction

41505-41508 Pupil Retention Block Grant

42239 Supplemental instruction, apportionments

44259 Comprehensive reading program

46100 Length of school day

48070-48070.5 Promotion and retention

48200 Compulsory education

51210 Courses of study, elementary schools

51220 Courses of study, secondary schools

60603 Definitions, core curriculum areas

60640-60648 Standardized Testing and Reporting Program

60850-60859 High school exit examination

REPEALED EDUCATION CODE FOR CATEGORICAL PROGRAMS

52012 Establishment of school site council

52014-52015 School plans

53025-53031 Intensive reading instruction

53091-53094 Intensive algebra instruction

CODE OF REGULATIONS, TITLE 5

Instruction
Board Policy No. 6179
Policy Adopted: March 20, 2008
Policy Reviewed: January 25, 2024

SUPPLEMENTAL INSTRUCTION

The Governing Board recognizes that high-quality supplemental instruction can motivate and support students to attain grade-level academic standards, overcome academic deficiencies, and/or acquire critical skills. The district shall offer programs of direct, systematic, and intensive supplemental instruction to meet student needs. Supplemental instruction shall be offered in accordance with law and may be used to assist the district in meeting its goals for student achievement.

Supplemental instruction may be offered during and outside the regular school day, including during the summer, before school, after school, on Saturday, and/or during intersessions. When supplemental instruction is offered during the regular school day, it shall not supplant the student's instruction in the core curriculum areas or physical education.

As appropriate, supplemental instruction may be provided through a classroom setting, individual or small group instruction, technology-based instruction, and/or an arrangement with a community or other external service provider.

When determined to be necessary by the principal or designee and when written parent/guardian consent is obtained for the student's participation, a student may be required to participate in supplemental instruction outside the regular school day.

Supplemental instruction shall be offered to students who are recommended for retention, or are identified as being at risk for retention, at their current grade level. (Education Code 48070.5)

In addition, supplemental instruction may be offered to:

1. Students who demonstrate academic deficiencies that may jeopardize their attainment of academic standards

2. High school students who need support to successfully complete courses required for graduation

---

Policy Reference Disclaimer:
These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

Legal References

State Code:

5 CCR 11470-11472 Summer school

Education Code:

Ed. Code 37200 School calendar

Ed. Code 37223 Weekend classes

Ed. Code 37252-37254.1 Supplemental instruction

Ed. Code 42238.01-42238.07 Local control funding formula

Ed. Code 46100 Length of school day

Ed. Code 48070-48070.5 Promotion and retention

Ed. Code 48200 Minimum school day

Ed. Code 48985 Notices to parents in language other than English

Ed. Code 51210 Course of study for grades 1-6

Ed. Code 51220-51228 Courses of study; secondary schools

Ed. Code 52060-52077 Local control and accountability plan

Ed. Code 60603 Definition; recently arrived English learner

Ed. Code 60640-60649 California Assessment of Student Performance and Progress

Management Resources

California Department of Education Publication Every Student Succeeds Act 2016-17 School Year Transition Plan, April 2016

Website CSBA District and County Office of Education Legal Services

Website California Department of Education

Website CSBA

Website U.S. Department of Education

Cross References

0415 Equity

0460 Local Control And Accountability Plan

0460 Local Control And Accountability Plan

0470 COVID-19 Mitigation Plan

5113.1 Chronic Absence And Truancy

5113.1 Chronic Absence And Truancy

5121 Grades/Evaluation Of Student Achievement

5121 Grades/Evaluation Of Student Achievement

5123 Promotion/Acceleration/Retention

5123 Promotion/Acceleration/Retention

5147 Dropout Prevention

5148.2 Before/After School Programs

5148.2 Before/After School Programs

6000 Concepts And Roles

6011 Academic Standards

6111 School Calendar

6112 School Day

6112 School Day

6120 Response To Instruction And Intervention

6141 Curriculum Development And Evaluation

6141 Curriculum Development And Evaluation

6142.6 Visual And Performing Arts Education

6142.7 Physical Education And Activity

6142.7 Physical Education And Activity

6142.91 Reading/Language Arts Instruction

6142.92 Mathematics Instruction

6142.93 Science Instruction

6142.94 History-Social Science Instruction

6146.1 High School Graduation Requirements

6146.5 Elementary/Middle School Graduation Requirements

6152.1 Placement In Mathematics Courses

6152.1 Placement In Mathematics Courses

6162.51 State Academic Achievement Tests

6162.51 State Academic Achievement Tests

6164.5 Student Success Teams

6164.5 Student Success Teams

6173 Education For Homeless Children

6173 Education For Homeless Children

6173-E(1) Education For Homeless Children

6173-E(2) Education For Homeless Children

6173.1 Education For Foster Youth

6173.1 Education For Foster Youth

6173.2 Education Of Children Of Military Families

6173.2 Education Of Children Of Military Families

6173.4 Education For American Indian Students

6176 Weekend/Saturday Classes

6177 Summer Learning Programs

6184 Continuation Education

6184 Continuation Education

Mountain View Whisman School District

Agenda Item for Board Meeting of 1/25/2024

Agenda Category: CONSENT AGENDA

Agenda Item Title: Board Policy (BP) 6161.1 Selection and Evaluation of Instructional Materials

Estimated Time:

Person Responsible: Cathy Baur, Chief Academic Officer

Background:
The District is in the process of updating Board Policies at the recommendation of the California School Board Association. Board Policy (BP) 6161.1 Selection and Evaluation of Instructional Materials, has been presented to reflect those recommendations.

Fiscal Implication:
None

Recommended Action:
It is recommended that the Board of Trustees approve Board Policy (BP) 6161.1 Selection and Evaluation of Instructional Materials at first reading, as presented.

ATTACHMENTS:

Description	Type	Upload Date
REDLINED BP 6161.1 Selection and Evaluation of Instructional Materials	Backup Material	1/17/2024
UPDATED BP 6161.1 Selection and Evaluation of Instructional Materials	Backup Material	1/17/2024

Instruction
Board Policy No. 6161.1
Policy adopted: February 6, 2020
Policy Reviewed: Click or tap here to enter text.

SELECTION AND EVALUATION OF INSTRUCTIONAL MATERIALS

The Governing Board desires that district instructional materials, as a whole, present a broad spectrum of knowledge and viewpoints, accurately reflect and value society's diversity, -stimulate thought, the exploration of ideas and intellectual exchanges, and enhance instructors' ability to educate all students through the us~~and enhance the us~~e of multiple teaching strategies and technologies. The Board shall adopt instructional materials based on a determination that such materials are an effective learning resource to help students achieve grade-level competency and that the materials meet criteria specified in law. Textbooks, technology-based materials, and other educational materials shall be aligned with state and district content standards and the district's curriculum in order to ensure that they effectively support the district's adopted courses of study.

The Board shall select instructional materials for use in grades K-8 that have been approved by the State Board of Education (SBE) or or that have, during the district's review process, ~~have otherwise~~ been determined to be aligned with the state academic content standards adopted by SBE, which includes instructional materials for mathematics and English language arts that are aligned to~~nsrtpursuant to Education Code 60605 or the~~ Common Core Standards.~~ adopted pursuant to Education Code 60605.8.~~ (Education Code 60200, 60210)

In selecting or adopting instructional materials, the Board shall consider the recommendation of the Superintendent or designee and/or an advisory committee established to review the materials.

The degree to which every student has sufficient access to standards-aligned instructional materials shall be included in the district's local control and accountability plan. (Education Code 52060)

~~Review Process~~

~~The Superintendent or designee shall establish a process by which instructional materials shall be reviewed for recommendation to the Board. Toward that end, he/she may establish an instructional materials review committee to evaluate and recommend instructional materials.~~

~~*(cf. 1312.2 - Complaints Concerning Instructional Materials)*~~

~~*(cf. 1312.4 - Williams Uniform Complaint Procedures)*~~

~~The review process shall involve teachers in a substantial manner and shall encourage the participation of parents/guardians and community members. (Education Code 60002)~~

~~In addition, the instructional materials review committee may include administrators, other staff who have subject-matter expertise, and students as appropriate.~~

~~If the district chooses to use instructional materials for grades K-8 that have not been adopted by the SBE, the Superintendent or designee shall ensure that a majority of the participants in the district's review process are classroom teachers who are assigned to the subject area or grade level of the materials. (Education Code 60210)~~

~~Individuals who participate in the selection or review of instructional materials shall not have a conflict of interest, as defined in administrative regulation, in the materials being reviewed.~~

~~*(cf. 9270 - Conflict of Interest)*~~

~~The committee shall review instructional materials using criteria provided in law and administrative regulation, and shall provide the Board with documentation supporting its recommendations.~~

~~All recommended instructional materials shall be available for public inspection at the district office.~~

~~*(cf. 5020 - Parent Rights and Responsibilities)*~~

~~The district may pilot instructional materials, using a representative sample of classrooms for a specified period of time during a school year, in order to determine how well the materials support the district's curricular goals and academic standards. Feedback from teachers piloting the materials shall be made available to the Board before the materials are adopted.~~

Public Hearing on Sufficiency of Instructional Materials

The Board shall annually conduct one or more public hearings on the sufficiency of instructional materials, including textbooks, technology-based materials, other educational materials, and tests. Technology-based materials include, but are not limited to, software programs, video disks, compact disks, optical disks, video and audio tapes, lesson plans, databases, and the electronic equipment required to make use of those materials by students and teachers as a learning resource. (Education Code 60010, 60119)~~of the district's textbooks or instructional materials. (Education Code 60119)~~

The hearing shall be held on or before the end of the eighth week from the first day students attend school for that year. (Education Code 60119)

The Board encourages participation by parents/guardians, teachers, interested community members, and bargaining unit leaders at the hearing. Ten days prior to the hearing and in three public places within the district, the Superintendent or designee shall post a notice containing the time, place, and purpose of the hearing. The hearing shall not take place during or immediately following school hours. (Education Code ~~60119~~60119)

~~*(cf. 9322 - Agenda/Meeting Materials)*~~

At the hearing(s), the Board shall determine, through a resolution, whether each student in each school, including each English learner, has sufficient textbooks and/or instructional materials that are aligned to the content standards adopted by SBE and consistent with the content and cycles of the curriculum framework adopted by SBE in each of the following subjects ~~, which are aligned to the state content standards adopted pursuant to Education Code 60605 and consistent with the content and cycles of the state's curriculum frameworks:~~ (Education Code ~~60119~~60119)

1. Mathematics

2. Science

3. History-social science

4. English language arts, including the English language development component of an adopted program

5. World language

6. Health

The Board shall also determine the availability of science laboratory equipment, as applicable to science laboratory courses offered in grades 9-12. (Education Code 60119)

In making these determinations, the Board shall consider whether each student has sufficient textbooks and/or instructional materials to use in class and to take home. ~~However, t~~This does not require that each student have two sets of materials. However, materials shall not be considered sufficient if they are photocopied sheets ~~The materials may be in a digital format as long as each student, at a minimum, has and can access the same materials in the class and to take home as all other students in the same class or course in the district and has the ability to use and access them at home. However, the materials shall not be considered sufficient if they are photocopied sheets~~ from only a portion of a textbook or instructional materials copied to address a shortage. (Education Code 60119)

If materials are in a digital format, they shall be considered sufficient as long as each student, at a minimum, has and can access the same materials in the class and to take home as all other students in the same class or course in the district, and has the ability to use and access them at home. (Education Code 60119)

If the Board determines that there are insufficient textbooks and/or other instructional materials, the Board shall, by resolution, provide information to classroom teachers and to the public setting forth, for

each school in which an insufficiency exists, the percentage of students who lack sufficient standards-aligned textbooks and/or instructional materials in each subject area and the reasons that each student does not have sufficient textbooks and/or instructional materials. The Board shall submit a copy of the resolution to the County Superintendent of Schools no later than three business days after the hearing. The Board shall take any action~~, except an action that would require reimbursement by the Commission of State Mandates,~~ to ensure that each student has sufficient materials within two months of the beginning of the school year in which the determination is made. (Education Code ~~60119~~60119)

~~The degree to which every student has sufficient access to standards-aligned instructional materials shall be included in the district's local control and accountability plan. (Education Code 52060)~~

Prohibition Against Refusal to Approve or Prohibit the Use of Specified Instructional Materials

The use of any textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction, or any book or other resource in a school library shall not be rejected or prohibited by the Board or district on the basis that it includes a study of the role and contributions of any individual or group consistent with the requirements of Education Code 51204.5 and 60040, unless such study would violate Education Code 51501 or 60044. (Education Code 243)

Complaints

Complaints concerning instructional materials shall be handled in accordance Board Policy 1312.2 - Complaints Concerning Instructional Materials, Board Policy 1312.3 - Uniform Complaint Procedures, or Administrative Regulation 1312.4 - Williams Uniform Complaint Procedures, as applicable.~~with law, Board policy, and administrative regulation.~~

Instruction
Board Policy No. 6161.1
Policy adopted: February 6, 2020
Policy Reviewed: January 25, 2024

SELECTION AND EVALUATION OF INSTRUCTIONAL MATERIALS

The Governing Board desires that district instructional materials, as a whole, present a broad spectrum of knowledge and viewpoints, accurately reflect and value society's diversity, stimulate thought, the exploration of ideas and intellectual exchanges, and enhance instructors' ability to educate all students through the use of multiple teaching strategies and technologies. The Board shall adopt instructional materials based on a determination that such materials are an effective learning resource to help students achieve grade-level competency and that the materials meet criteria specified in law. Textbooks, technology-based materials, and other educational materials shall be aligned with academic content standards and the district's curriculum to ensure that they effectively support the district's adopted courses of study.

The Board shall select instructional materials for use in grades K-8 that have been approved by the State Board of Education (SBE) or that have, during the district's review process, been determined to be aligned with the state academic content standards adopted by SBE, which includes instructional materials for mathematics and English language arts that are aligned to Common Core State Standards. (Education Code 60200, 60210)

The Board shall adopt instructional materials for grades 9-12 upon determining that the materials meet the criteria specified in law and the accompanying administrative regulation. (Education Code 60400)

In selecting or adopting instructional materials, the Board shall consider the recommendation of the Superintendent or designee and/or an advisory committee established to review the materials.

The degree to which every student has sufficient access to standards-aligned instructional materials shall be included in the district's local control and accountability plan. (Education Code 52060)

Sufficiency of Instructional Materials and Public Hearing

The Board shall annually conduct one or more public hearings on the sufficiency of the district's instructional materials, including textbooks, technology-based materials, other educational materials, and tests. Technology-based materials include, but are not limited to, software programs, video disks, compact disks, optical disks, video and audio tapes, lesson plans, databases, and the electronic equipment required to make use of those materials by students and teachers as a learning resource. (Education Code 60010, 60119)

The hearing shall be held on or before the end of the eighth week from the first day students attend school for that year. (Education Code 60119)

The Board encourages participation by parents/guardians, teachers, interested community members, and bargaining unit leaders at the hearing. Ten days prior to the hearing, the Superintendent or designee shall post a notice in three public places within the district containing the time, place, and purpose of the hearing. The hearing shall not take place during or immediately following school hours. (Education Code 60119)

At the hearing(s), the Board shall determine, through a resolution, whether each student in each school,

including each English learner, has sufficient textbooks and/or other instructional materials that are aligned to the content standards adopted by SBE and consistent with the content and cycles of the curriculum framework adopted by SBE in each of the following subjects: (Education Code 60119)

1. Mathematics
2. Science
3. History-social science
4. English language arts, including the English language development component of an adopted program
5. World language
6. Health

The Board shall also determine the availability of science laboratory equipment, as applicable to science laboratory courses offered in grades 9-12. (Education Code 60119)

In making these determinations, the Board shall consider whether each student has sufficient textbooks or other instructional materials to use in class and to take home. This does not require that each student have two sets of materials. However, materials shall not be considered sufficient if they are photocopied sheets from only a portion of a textbook or instructional materials copied to address a shortage. (Education Code 60119)

If materials are in a digital format, they shall be considered sufficient as long as each student, at a minimum, has and can access the same materials in the class and to take home as all other students in the same class or course in the district, and has the ability to use and access them at home. (Education Code 60119)

If the Board determines that there are insufficient textbooks or other instructional materials, the Board shall, by resolution, provide information to classroom teachers and to the public setting forth, for each school in which an insufficiency exists, the percentage of students who lack sufficient standards-aligned textbooks or instructional materials in each subject area and the reasons that each student does not have sufficient textbooks and/or instructional materials. The Board shall submit a copy of the resolution to the County Superintendent of Schools no later than three business days after the hearing. The Board shall take any action to ensure that each student has sufficient materials within two months of the beginning of the school year in which the determination is made. (Education Code 60119)

In addition, if the County Superintendent, in accordance with Education Code 1240, makes the district aware of a school that does not have sufficient textbooks or instructional materials, the district shall take any action to ensure that each student has sufficient materials within two months of the beginning of the school year.

Prohibition Against Refusal to Approve or Prohibit the Use of Specified Instructional Materials

The use of any textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction, or any book or other resource in a school library shall not be rejected or prohibited by the Board or district on the basis that it includes a study of the role and contributions of any individual or group consistent with the requirements of Education Code 51204.5 and 60040, unless such study would violate Education Code 51501 or 60044. (Education Code 243)

Complaints

Complaints concerning instructional materials shall be handled in accordance with Board Policy 1312.2 - Complaints Concerning Instructional Materials, Board Policy 1312.3 - Uniform Complaint Procedures, or Administrative Regulation 1312.4 - Williams Uniform Complaint Procedures, as applicable.

Policy Reference Disclaimer:
These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

Legal Reference:
State Code:
5 CCR 9505-9530 Instructional materials

Education Code:

Ed. Code 1240 County superintendent of schools; duties

Ed. Code 18111 Exclusion of books by Governing board that are sectarian, partisan, or denominational character

Ed. Code 220 Prohibition of discrimination

Ed. Code 242 Access to information about educational laws and policies regarding right to accurate and inclusive curriculum

Ed. Code 243 Unlawful discrimination related to the use or prohibited use of textbooks and instructional materials

Ed. Code 33050-33053 General waiver authority

Ed. Code 33126 School accountability report card

Ed. Code 35272 Education and athletic materials

Ed. Code 44805 Teacher enforcement of course of studies; use of textbooks, rules and regulations

Ed. Code 48907 Exercise of free expression; time, place and manner rules and regulations

Ed. Code 48950 Speech and other communication

Ed. Code 49415 Maximum textbook weight standards

Ed. Code 51204.5 Social sciences instruction; contributions of specified groups

Ed. Code 51501 Nondiscriminatory subject matter

Ed. Code 51511 Religious matters properly included in courses of study

Ed. Code 51933 Sexual health education and HIV prevention materials

Ed. Code 52060-52077 Local control and accountability plan

Ed. Code 60000-60005 Instructional materials; legislative intent

Ed. Code 60010 Instructional materials; definition

Ed. Code 60040-60052 Requirements for instructional materials

Ed. Code 60060-60063.5 Requirements for publishers and manufacturers

Ed. Code 60070-60076 Prohibited acts regarding instructional materials

Ed. Code 60110-60115 Instructional materials on alcohol and drug education

Ed. Code 60119 Sufficiency of textbooks and instructional materials; hearing and resolution

Ed. Code 60150 Penalty for insufficiency of textbooks and instructional materials

Ed. Code 60200-60213 Elementary school materials

Ed. Code 60226 Requirements for publishers and manufacturers

Ed. Code 60400-60411 Instructional materials; high schools

Ed. Code 60510-60511 Donation or sale of obsolete instructional materials

Ed. Code 60605 State-adopted content and performance standards in core curricular areas

Ed. Code 60605.8 Common Core standards

H&S Code 11032 Narcotics, restricted dangerous drugs, and marijuana; definitions

Management Resources

California Department of Education Publication Instructional Materials, FAQ

California Department of Education Publication Standards for Evaluating Instructional Materials for Social Content, 2013

California Department of Education Publication Guidelines for Piloting Textbooks and Instructional Materials, Policy # 01-05, rev. January 2015

Website CSBA District and County Office of Education Legal Services

Website Association of American Publishers

Website California Academic Content Standards Commission, Common Core State Standards

Website Department of Justice

Website U.S. Department of Education, Office for Civil Rights

Website California Department of Education

Website CSBA

Cross References

0400 Comprehensive Plans

0410 Nondiscrimination In District Programs And Activities

0415 Equity

0440 District Technology Plan

0440 District Technology Plan

0460 Local Control And Accountability Plan

0460 Local Control And Accountability Plan

1220 Citizen Advisory Committees

1220 Citizen Advisory Committees

1312.2 Complaints Concerning Instructional Materials

1312.2 Complaints Concerning Instructional Materials

1312.2-E(1) Complaints Concerning Instructional Materials

1312.3 Uniform Complaint Procedures

1312.3 Uniform Complaint Procedures

1312.3-E(1) Uniform Complaint Procedures

1312.3-E(2) Uniform Complaint Procedures

1312.4 Williams Uniform Complaint Procedures

1312.4-E(1) Williams Uniform Complaint Procedures

1312.4-E(2) Williams Uniform Complaint Procedures

1325 Advertising And Promotion

1340 Access To District Records

1340 Access To District Records

1700 Relations Between Private Industry And The Schools

3220.1 Lottery Funds

3270 Sale And Disposal Of Books, Equipment And Supplies

3270 Sale And Disposal Of Books, Equipment And Supplies

3290 Gifts, Grants And Bequests

3311 Bids

3311 Bids

4136 Nonschool Employment

4143 Negotiations/Consultation

4236 Nonschool Employment

4243 Negotiations/Consultation

4331 Staff Development

4336 Nonschool Employment

5020 Parent Rights And Responsibilities

5020 Parent Rights And Responsibilities

5145.3 Nondiscrimination/Harassment

5145.3 Nondiscrimination/Harassment

6000 Concepts And Roles

6011 Academic Standards

6020 Parent Involvement

6020 Parent Involvement

6141 Curriculum Development And Evaluation

6141 Curriculum Development And Evaluation

6142.2 World Language Instruction

6142.2 World Language Instruction

6142.6 Visual And Performing Arts Education

6142.8 Comprehensive Health Education

6142.8 Comprehensive Health Education

6142.91 Reading/Language Arts Instruction

6142.92 Mathematics Instruction

6142.93 Science Instruction

6142.94 History-Social Science Instruction

6143 Courses Of Study

6143 Courses Of Study

6144 Controversial Issues

6146.1 High School Graduation Requirements

6161.11 Supplementary Instructional Materials

6161.2 Damaged Or Lost Instructional Materials

6162.5 Student Assessment

6162.6 Use Of Copyrighted Materials

6162.6 Use Of Copyrighted Materials

6163.1 Library Media Centers

6170.1 Transitional Kindergarten

6171 Title I Programs

6171 Title I Programs

6174 Education For English Learners

6174 Education For English Learners

6190 Evaluation Of The Instructional Program

9000 Role Of The Board

9270 Conflict Of Interest

9270-E(1) Conflict Of Interest

9322 Agenda/Meeting Materials

Mountain View Whisman School District

Agenda Item for Board Meeting of 1/25/2024

Agenda Category: CONSENT AGENDA

Agenda Item Title: School Plan for Student Achievement 2023-24 - Castro Elementary School

Estimated Time:

Person Responsible:
Cathy Baur
Chief Academic Officer

Swati Dagar
Director- Curriculum, Instruction, and Assessment

Background:
Castro Elementary School Plan for Student Achievement (SPSA) is being presented for approval. The plan was posted to the District website on Monday, October 9th for review by the Board of Trustees and the public. Members of the Board of Trustees have been met individually with Castro Principal to learn more about the site plan. Castro School Plan for Student Achievement could not be presented for approval along with other School Site Plans due to lack of parity on their School Site Council membership. Castro SSC now has parity in membership after school wide parent elections. Council membership voting has happened and the School Plan has been approved by the SSC to be presented to the Board of Trustees for approval. School Principal will be in attendance and available at the January 25th meeting for any additional questions from Trustees.

Fiscal Implication:
Total $95,424 including funding from federal, state and local sources.

Recommended Action:
That the Board approve the Castro Elementary School Plan for Student Achievement.

ATTACHMENTS:

Description	Type	Upload Date
Mariano Castro Elementary - School Plan for Student Achievement 2023-24	Backup Material	1/18/2024

The School Plan for Student Achievement

School: MARIANO CASTRO ELEMENTARY SCHOOL

CDS Code: 43 69591 6048003

District: Mountain View Whisman School District

Principal: Jacqueline Keirns

Revision Date: January 25, 2024

The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Jacqueline Keirns

Position: Principal

Phone Number: 6505263590

Address: 500 Toft Street
Mountain View, CA 94041

E-mail Address: jkeirns@mvwsd.org

The District Governing Board approved this revision of the SPSA on January 25, 2024.

Table of Contents

District Mission and Vision 3
School Profile 3
Comprehensive Needs Assessment Components 5
Data Analysis 5
Analysis of Current Instructional Program 6
Description of Barriers and Related School Goals 8
School and Student Performance Data 9
CAASPP Results (All Students) 9
ELPAC Results 13
iReady Diagnostic 3 Results 16
Planned Improvements in Student Performance 22
School Goal #1 22
School Goal #2 29
School Goal #3 34
School Goal #4 38
School Goal #5 44
Summary of Expenditures in this Plan 49
Total Allocations and Expenditures by Funding Source 49
Total Expenditures by Object Type 50
Total Expenditures by Object Type and Funding Source 51
Total Expenditures by Goal 52
School Site Council Membership 53
ELAC Membership 54
Recommendations and Assurances 55

District Mission and Vision

Mission: We inspire, prepare and empower every student

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

District Values and Beliefs

We believe:

- Students and learning are at the center of all we do.
- Students thrive when presented with well-balanced, joyful learning experiences that challenge their academic, social, and emotional needs.
- Our diversity is a strength that builds students' capacities to be globally competent and culturally responsive citizens.
- Strong partnerships with students, families, educators, and the community are the foundation for creating an excellent education for each individual student.
- Learning experiences should engage students in academic excellence while building a collaborative community.
- Every student has a dynamic learner profile that must be considered when creating personalized learning experiences.
- Clear policies, procedures and responsible resource management support an effective school system.
- High expectations and continuous learning combined with a respectful and safe community create a positive educational environment.
- Modeling innovation and curiosity supports creativity and adaptability for learners.
- Students desire experiences that inspire, challenge, and build creativity and curiosity.
- Our backgrounds, life experiences, and aspirations are a strength of our community.

School Profile

Mariano Castro Elementary is a TK-5 school with an enrollment in June 2023 of 247 students. Our school community consists of 86% Hispanic/Latino students, 86% socio-economically disadvantaged students, and 77% English Learner students.
Castro has a high number of students who qualify for McKinney-Vento protections, 53 out of 247 students. The Special Education population is 11% of the student body. The families at Castro are majority low-income working class immigrant families for whom English is a second or third language. Most of our students speak Spanish at home (73%).

The Castro certificated staff has 13 grade-level classroom teachers, 1 STEAM teacher, 1 Resource Specialist teacher, 1 instructional coach, 1 principal, and 1 psychologist (shared with other sites), student needs are met with a variety of specialists. The Castro classified staff has 1 office manager/secretary, 1 school clerk, 1.5 School-Community Engagement Facilitators, 2 At Risk Intervention Supervisors, 1 Library Tech (shared with another site), 4 Special Education Instructional Assistants, 2 custodians, 4 shared Food Service workers, and 4 shared Yard Supervisors. Through a partnership with the Santa Clara County Office of Education, Castro also has a Wellness Center, staffed with 1 Wellness Center Liaison and 1 Clinical Specialist. Every classroom has one-to-one Chromebooks and projection TVs. All grade levels use small group instruction targeted towards student needs. Additionally, our students receive Reading Intervention and Newcomer Instruction provided by District Intervention teachers.

Goal #1 Academic Achievement English Language Arts

CAASPP ELA Goal:
By June 2024, there will be a 8-percentage point increase (from 22% to 30%) in the number of students meeting or exceeding standards in English Language Arts as measured by CAASPP (Gr 3-5)
Subgroup goals: By June 2024 all subgroups will make the following gains:

- Students with Disabilities (SWD): There will be a 10-percentage point increase from 5% to 15%
- Socio-Economically Disadvantaged (SED): There will be a 8-percentage point increase from 17% to 25%
- English Only (EO): There will be a 6 percentage point increase from 45% to 51%
- Hispanic/ Latino: There will be a 9-percentage point increase from 15% to 24%
- Asian - Less than 10 students, not reported
- White - There will be a 3-percentage point increase from 75% to 78%

iReady ELA One-Year's Growth Goal:

By June 2024, 100% of students will meet their yearly growth targets in Reading as measured by the iReady diagnostic assessments (K-8).

Goal #1 Academic Achievement - ELA Key Strategies:
MTSS: 4 Universal Data Cycles throughout the year
COST process
RTI / WIN Instruction
Sheltered Instruction Observation Protocols (SIOP)
Reading Intervention Support with Early Literacy Team in grades K-2

Goal #2 Academic Achievement in Math
CAASPP Math Goal:
By June 2024, there will be a 8-percentage point increase (from 17% to 25%) in the number of students meeting or exceeding standards in Math as measured by CAASPP (Gr 3-5)
Subgroup goals: By June 2023 all subgroups will make the following gains:

- Students with Disabilities (SWD): There will be a 10-percentage point increase from 5% to 15%
- Socio-Economically Disadvantaged (SED): There will be a 9-percentage point increase from 13% to 22%
- English Only (EO): There will be a 6-percentage point increase from 39% to 45%
- Hispanic/ Latino: There will be a 9-percentage point increase from 11% to 20%
- Asian: Less than 10 students, not reported
- White: There will be a 5-percentage point increase from 50% to 55%

iReady Math One-Year's Growth Goal:
By June 2024, 100% of students will meet their yearly growth targets in Math as measured by the iReady diagnostic assessments (K-8).

Goal #2 Academic Achievement - Math Key Strategies:
MTSS: 4 Universal Data Cycles throughout the year, COST Process
Instructional Coaching
Sheltered Instruction Observation Protocols (SIOP)
i-Ready Instruction (Standards Mastery Assessments)
Fluency and Numeracy Instruction

Goal #3 Academic Achievement--English Language Learners
At-Risk Long-Term ELs Goal (3rd-5th grade):

- By June 2024, the number of LTEL/At-Risk of becoming LTEL students will be reduced by 20%. There will be a reduction in the number of students meeting state criteria for At-Risk of LTEL status from 21 to 17.

RFEP Goal:

- By June 2024, there will be a 3 percentage point increase (from 75% to 78%) in the number of RFEP (reclassified fluent English proficient) students meeting or exceeding standards in English Language Arts as measured by the CAASPP.

ELPAC Goal:

- By June 2024, 100% of all English Learners that score a Level 4 on the ELPAC will reclassify.
- The percentage of ELs scoring at least one overall level higher (or maintaining a 4) as compared to the previous year will increase from 32% to 39%

Key Strategies/Actions:
SIOP Integrated ELD Instruction
Designated ELD Instruction
Review/Train teachers ELPAC Assessments and Scoring
Parent Workshops
EL, Newcomer, and RFEP progress monitoring

Goal #4 Social Emotional Health and Wellness
Sown to Grow Goal:

- By June 2024, Sown to Grow Student Check-in / Teacher Feedback rate will improve greater than 10%

Parent Goal:

- By June 2024, there will be a 2-percentage point increase from 83% to 85% in the number of parents who agree or strongly agree that their students' social emotional needs were met as measured by the LCAP/Climate Survey

Student Goal:

- By June 2024, there will be a 3-percentage point increase from 67% to 70% in the number of students who agreed or strongly agreed that students at my school are treated with respect as measured by the LCAP/Climate Survey.

Behavior Goal 1:

- By June 2024, there will be

a 4% point decrease from 65% to 61% for Hispanic/Latino students measured by the school suspension disproportionality data.
a 7% point decrease from 33% to 26% for White students as measured by the school suspension disproportionality data.
a 6% point decrease from 40% to 34% for Students With Disabilities as measured by the school suspension disproportionality data.
a 2% point decrease from 79% to 77% for English Learners as measured by the school suspension disproportionality data.

Behavior Goal 2:
By June 2024, there will be a 2% increase from 78% to 80% in the number of students who agreed or strongly agreed that there are clear and fair consequences for breaking rules at my school as measured by the LCAP/Climate Survey.

Key Strategies:
Positive Behavior System: The Dolphin Way
Student Success Assemblies
Universal Data Cycle and COST process
Partnership with Santa Clara County Office of Education - Wellness Center
Sensory Accommodations in all classrooms (calming corners, flexible seating, etc)
Consistent Behavior Expectations and use of District Behavior Response Protocols

Goal #5 Inclusive and Welcoming Culture
Attendance Goal:

- By June 2024, the average student attendance rate for the school will be at or above 97%. It is currently 91.57%

Chronic Absenteeism Goal:

- By June 2024, the average chronic absenteeism rate for subgroups will decrease by 3% from 28.8% to 25.8% based on District Chronic Absenteeism Data.

Welcoming Environment Goal:

- By June 2024, there will be a 1% increase from 93% to 94% in the number of parents who agree or strongly agree with the statement "My school creates a welcoming environment for all families" as measured by the annual LCAP/ Climate Survey

Key Strategies
Dolphin Pride Assemblies (Monthly)
Lunchtime Social Events
After school community events (Harvest Festival, Festival of Lights)
Attendance Review meetings with Principal, SCEF, ARIS, Secretary
Sensory Accommodations in all classrooms (calming corners, flexible seating, etc)

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Analysis of Current Instructional Program

In conjunction with the needs assessments, the categories below may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement

   All staff use the adopted materials for ELA/ELD (Benchmark Advance) and for Math (Eureka Math). Supplemental materials that are standards-aligned are used as necessary (for example: SPIRE, Core Knowledge, Heggerty, Fluency Practice). Students are assessed on the grade level standards three times a year via iReady in Reading and Math (August, November, May), at the end of each trimester using district assessments, and throughout each unit of instruction using common formative assessments. The Principal, the Instructional Leadership Team, the Grade Level Teams, and the whole staff analyze data to make necessary changes in allocation of resources.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction

   Each grade level team keeps a Google Data Sheet of all formative and summative data or individual student data binders used by every student in grades 2-5. The data, and student work samples are used to identify strengths and needs at the grade, class, and individual student levels. Teams determine next steps in pacing as well as effective instructional strategies. The data is reviewed and analyzed by the grade level teams at weekly Professional Learning Community collaboration sessions and planning release days. In addition, the grade level team, the Principal, the Instructional Coach, and the RTI teacher meet every 9 weeks to review this grade level student progress data using the Universal Data Cycle Protocol and plan next steps to support student achievement.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

   Based on the new laws associated with the Every Student Succeeds Act and California's new state assignment accountability system, Districts must identify the number of teachers that are in the following categories: 1. Misassigned (teaching without the appropriate credential) 2. Out of Field (teaching with a limited permit) 3. Ineffective (has taught less than 3 years). Castro School has no misassigned teachers, no out of field teachers, and 4 teachers in their first two years of teaching. All teachers are considered "highly qualified". There is one instructional coach to support teachers in the implementation of common core standards. Grade level team collaboration around student progress takes place weekly.

4. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches)

   Castro has an instructional coach who assists all teachers in implementing school-wide initiatives, as well as providing support to each teacher on their individual professional growth needs and goals. Teachers who are in their first two years of teaching also receive the support of a new teacher Induction mentor teacher.

5. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve)

   Each week teacher teams collaborate on effective instructional strategies, targeting essential standards, and implementation of programs. Teachers have a shared prep period twice a week for planning and collaboration purposes

Opportunity and Equal Educational Access

6. Services provided by the regular program that enable underperforming students to meet standards

All students participate in an intervention or enrichment period daily (WIN Time) that allows teachers to work with flexible small groups of students on targeted skills or enrichment. The Instructional Coach works with teachers via coaching cycles (observations, demo lessons, debrief, lesson planning) and collaboration time to help teachers create instructional plans that meet the needs of all students but especially those students in need of accelerated learning to close learning gaps. The Principal also works with teachers via the evaluation process to help identify the skills teachers need to work on with the Instructional Coach. Additionally, the school has two At-Risk Supervisors who support students and their families with school attendance, behavior, and academic resources. The At-Risk Supervisors works closely with the School Community Engagement Facilitators to make sure that no student in need is overlooked and that important information about students and their families is shared between both support positions, teachers, and administration. The goal is to serve the whole child and make sure that all needs are being attended to so that students are able to access the academic learning. Target students who are struggling academically, behaviorally, or socio-emotionally, are chosen for closer monitoring by the At Risk Supervisors. Homework assistance is provided for students attending the in-person learning support programs (Beyond the Bell and Right At School). Additionally, the implementation of PBS strategies and socio-emotional learning throughout the school allow students to learn to self-regulate, be recognized for self-regulation, meeting expectations, improving behavior, and this way create structures for students to remain in class as much as possible.

Parental Involvement

7. Resources available from family, school, district, and community to assist under-achieving students

Castro has a strong parent community, and parent attendance at community events has been increasing since last year, with approximately 200-300 attendees at school-wide events. Principal's Coffees will be held monthly and will provide a discussion of resources available to families, as well as provide an opportunity for parents to ask questions and voice concerns. Castro has a PTA that helps plan fundraising and teacher appreciation events. Parents on School Site Council and ELAC participate in the analysis of student data that allows them to advise on the development and review of school goals and activities. School Community Engagement Facilitators provide parent support and plans parent involvement activities and trainings. Additionally, through partnership with the Santa Clara County Office of Education, Castro has an on-site Wellness Center that students may utilize on a drop in basis to help students learn strategies to self-regulate. We have community partners through CHAC, and Pacific Clinics who provide mental health services to students and families, and a strong donor network through Family Giving Tree, Bring Me a Book, Synopsis, Assistance League of Los Altos, MVEF, and St. Simon Church. Additionally, twice a month Castro hosts a food bank for community members. Castro also hosts large school-wide events where our community partners are invited to table and provide services to families.

8. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

School Site Council and ELAC meets regularly and reviews implementation of the goals, strategies, and expenditures identified in this School Plan. Teachers and Parents are included via separate meetings to analyze data, look at growth, pose questions, and make suggestions for next steps to implement toward meeting grade level standards. An Instructional Leadership team meets twice a month to plan interventions specifically targeting our unduplicated students. Parents are provided with student report cards for progress toward grade level standard 3 times per academic year.

Funding

9. Services provided by categorical funds that enable underperforming students to meet standards

Mariano Castro receives state and federal funding through supplemental funds and Title I funds directed through the District. Title 1 funds are used to pay for 1.0 FTE Instructional Coach, 2 At Risk Supervisors and 2 School Community Engagement Facilitators (one shared with another site), professional development for staff, and planning time. Students are provided with various incentives and recognitions throughout the year that celebrate the growth they make towards meeting and exceeding grade level standards or closing their academic gaps and are also a significant expense. Supplemental programs and materials are purchased to bridge the gap between students readiness levels and grade level expectations.

Description of Barriers and Related School Goals

At Castro Elementary School we strive to meet the needs of all students both academically and socially. We believe that it is our moral imperative to ensure that all students achieve at high levels. The barriers that we face when reaching our school goals are addressing the needs of our socioeconomically disadvantaged students, English Learners, our Hispanic/Latino students, and our students with disabilities. The socioeconomically disadvantaged population at Castro is 86%, with 50 students qualifying for McKinney-Vento protections. Hispanic/Latino students account for 86% of our school population. We currently have 173 English language learners, which accounts for 77% of our total student population. Of those 173, we have 25 students who are within their first year of enrollment in US public schools. Every English Learner in first through fifth receive a minimum of 150 minutes of weekly Designated English Language Development instruction. Those in Kindergarten receive 120 minutes of English Language Development.

A significant barrier to school climate is the amount of counseling and support needed by our children and families. Children are often experiencing a significant amount of stress or trauma due to housing instability, home conditions, number of people sharing living spaces, political or social unrest, and dysfunctional family dynamics that include drug, alcohol, domestic violence, and sexual abuse. This stress impacts their ability to learn and focus positively on peer relations as well as relations with adults. Many of our students are still struggling with reading and math fluency as many parents are unable to help their children with practicing these skills at home due to work schedules, lack of child care and struggles with literacy. As a result of these academic struggles, some of students also struggle with self-esteem in the classroom. Though we have on site resources through the Wellness Center, and partnerships with Pacific Clinics and CHAC, we often have a greater number of students needing counseling that case loads allow for.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	49	45	38	0	43	36	0	43	36	0.0	95.6	94.7
Grade 4	61	48	52	0	47	46	0	47	46	0.0	97.9	88.5
Grade 5	61	63	46	0	61	43	0	61	43	0.0	96.8	93.5
All Grades	171	156	136	0	151	125	0	151	125	0.0	96.8	91.9

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2327.6	2307.3		6.98	5.56		9.30	8.33		18.60	16.67		65.12	69.44
Grade 4		2394.9	2397.3		8.51	10.87		6.38	10.87		29.79	13.04		55.32	65.22
Grade 5		2448.4	2441.4		11.48	9.30		19.67	18.60		14.75	20.93		54.10	51.16
All Grades	N/A	N/A	N/A		9.27	8.80		12.58	12.80		20.53	16.80		57.62	61.60

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		6.98	5.56		41.86	33.33		51.16	61.11
Grade 4		8.51	8.70		61.70	47.83		29.79	43.48
Grade 5		9.84	6.98		59.02	55.81		31.15	37.21
All Grades		8.61	7.20		54.97	46.40		36.42	46.40

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		6.98	0.00		34.88	30.56		58.14	69.44
Grade 4		8.51	6.52		40.43	45.65		51.06	47.83
Grade 5		16.39	11.63		40.98	41.86		42.62	46.51
All Grades		11.26	6.40		39.07	40.00		49.67	53.60

Listening Demonstrating effective communication skills									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3		2.33	2.78		67.44	55.56		30.23	41.67
Grade 4		2.13	10.87		55.32	58.70		42.55	30.43
Grade 5		3.28	6.98		72.13	79.07		24.59	13.95
All Grades		2.65	7.20		65.56	64.80		31.79	28.00

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3		4.65	2.78		46.51	44.44		48.84	52.78
Grade 4		6.38	2.17		55.32	60.87		38.30	36.96
Grade 5		4.92	11.63		65.57	55.81		29.51	32.56
All Grades		5.30	5.60		56.95	54.40		37.75	40.00

Conclusions based on this data:

1. Goal not met: Students 3-5 held steady on ELA CAASPP with 22% meeting or exceeding standard
2. More students in 22-23 tested at Standard Not Met (61% vs. 58%)
3. 27% of students in 5th grade met or exceeded standards.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	49	45	38	0	45	38	0	45	38	0.0	100.0	100.0
Grade 4	61	48	52	0	48	52	0	48	52	0.0	100.0	100.0
Grade 5	61	63	46	0	63	46	0	63	46	0.0	100.0	100.0
All Grades	171	156	136	0	156	136	0	156	136	0.0	100.0	100.0

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2361.1	2337.4		8.89	2.63		11.11	10.53		17.78	13.16		62.22	73.68
Grade 4		2404.3	2394.4		4.17	5.77		12.50	13.46		31.25	25.00		52.08	55.77
Grade 5		2437.2	2429.5		7.94	4.35		4.76	10.87		30.16	21.74		57.14	63.04
All Grades	N/A	N/A	N/A		7.05	4.41		8.97	11.76		26.92	20.59		57.05	63.24

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		11.11	7.89		35.56	18.42		53.33	73.68
Grade 4		8.33	11.54		41.67	28.85		50.00	59.62
Grade 5		7.94	8.70		41.27	28.26		50.79	63.04
All Grades		8.97	9.56		39.74	25.74		51.28	64.71

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		8.89	0.00		31.11	36.84		60.00	63.16
Grade 4		6.25	9.62		35.42	30.77		58.33	59.62
Grade 5		4.76	2.17		44.44	41.30		50.79	56.52
All Grades		6.41	4.41		37.82	36.03		55.77	59.56

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3		8.89	5.26		46.67	47.37		44.44	47.37
Grade 4		4.17	3.85		43.75	48.08		52.08	48.08
Grade 5		7.94	4.35		47.62	50.00		44.44	45.65
All Grades		7.05	4.41		46.15	48.53		46.79	47.06

Conclusions based on this data:

1. Goal not met: Grades 3-5 remained steady in math this year with 16% meeting or exceeding standards
2. Fourth Grade increased their achievement from 17% to 22% meeting or exceeding standards
3. Third grade performed the lowest out of the three testing grade levels 13% meeting or exceeding

School and Student Performance Data

ELPAC Results

ELPAC OVERALL LEVEL Growth between Summative 2022 and Summative 2023 - totals									
Decreased by 2 levels	Decreased by 1 level	Maintained a 1, 2, or 3	Increased by 1 level or maintained an overall 4	Increased by 2 levels	Increased by 3 levels	Grand Total	% who maintained a 4 or increase at least one level	% who maintained a 4 or increased at least one level AND whose home language is Spanish	% who increased or maintained a 4 and are SED
*	*	84	41	*		139	32.4%	31.7%	28.78%

ELPAC OVERALL LEVEL Growth between Summative 2022 and Summative 2023 - totals										
Grade	Decreased by 2 levels	Decreased by 1 level	Maintained a 1, 2, or 3	Increased by 1 level or maintained an overall 4	Increased by 2 levels	Increased by 3 levels	Grand Total	% who maintained a 4 or increase at least one level	% who maintained a 4 or increased at least one level AND whose home language is Spanish	% who increased or maintained a 4 and are SED
TK/K				*	*		*	100.00%	100.00%	71.43%
1		*	13	*			24	16.7%	16.67%	16.67%
2			18	*			24	25.0%	25.00%	20.83%
3	*	*	19	*	*		27	18.5%	18.52%	14.81%
4			21	*	*		32	34.4%	31.25%	31.25%
5			13	12			25	48.00%	48.00%	48.00%

2023 ELPAC Summative Overall Level					
Grade Level	1	2	3	4	Grand Total
Grade K	*	12	*		28
Grade 1	*	*	*	*	27
Grade 2	13	*	*	*	29
Grade 3	11	*	14	*	37
Grade 4	*	*	*	*	29
Grade 5	11	12	*	*	29
Grand Total	62	53	49	15	179

2023 ELPAC Summative Oral Language Level					
Grade Level	1	2	3	4	Grand Total
Grade K	*	*	11	*	28

2023 ELPAC Summative Oral Language Level					
Grade 1	*	*	*	*	27
Grade 2	*	*	*	*	29
Grade 3	*	*	11	15	37
Grade 4	*	*	*	14	29
Grade 5	11	11	*	*	29
Grand Total	42	35	46	56	179

2023 ELPAC Summative WritLangten Language Level					
Grade Level	**1**	**2**	**3**	**4**	**Grand Total**
Grade K	17	*	*		28
Grade 1	17	*	*		27
Grade 2	20	*	*		29
Grade 3	19	13	*		37
Grade 4	13	12	*	*	29
Grade 5	11	14	*	*	29
Grand Total	97	61	17	*	179

2023 ELPAC Summative Listening Level					
Grade Level	**1**	**2**	**3**	**4**	**Grand Total**
Grade K	*	18	*		28
Grade 1	*	13	*		27
Grade 2	*	18	*		29
Grade 3	11	18	*		37
Grade 4	*	14	*		29
Grade 5	*	15	*		29
Grand Total	49	96	34		179

2023 ELPAC Summative Speaking Level					
Grade Level	**1**	**2**	**3**	**4**	**Grand Total**
Grade K	*	15	*		28
Grade 1	*	*	12		27
Grade 2	*	12	12		29
Grade 3	*	*	20		37
Grade 4	*	*	19		29
Grade 5	13	13	*		29
Grand Total	42	64	73		179

2022 ELPAC Summative Reading Level					
Grade Level	**1**	**2**	**3**	**4**	**Grand Total**

2022 ELPAC Summative Reading Level					
Grade K	19	*	*		28
Grade 1	17	*			27
Grade 2	21	*			29
Grade 3	23	14			37
Grade 4	15	11	*		29
Grade 5	*	17	*		29
Grand Total	105	67	*		179

2023 ELPAC Summative Writing Level					
Grade Level	**1**	**2**	**3**	**4**	**Grand Total**
Grade K	12	16			28
Grade 1	12	15			27
Grade 2	15	13	*		29
Grade 3	16	19	*		37
Grade 4	*	14	*		29
Grade 5	12	*	*		29
Grand Total	77	87	15		179

Conclusions based on this data:

1. Goals were met on our At-Risk of LTEL and RFEP students
2. Most students maintained a level 1, 2, 3 - 84
3. Third grade saw the most students decrease their scores.

School and Student Performance Data

iReady Diagnostic 3 Results

District Results

Reading - Diagnostic 3 2022-2023			
	Tier 1	**Tier 2**	**Tier 3**
MVWSD Overall	66%	17%	17%
Asian	89%	8%	3%
Hispanic/Latino	35%	30%	35%
White	83%	10%	7%
SWD	34%	21%	45%
Not SWD	70%	17%	14%
SED	32%	30%	38%
Not SED	82%	11%	7%
EL	23%	32%	45%
EO	81%	12%	7%
IFEP	89%	9%	2%
RFEP	65%	17%	17%
0	78%	22%	0%
1	65%	28%	7%
2	67%	19%	14%
3	71%	9%	20%
4	66%	20%	14%
5	64%	17%	18%
6	56%	13%	31%
7	63%	11%	26%
8	61%	13%	26%

Reading Annual Typical Growth 2022-2023 Students meeting their yearly growth targets	Met	Not Met
MVWSD Overall	61%	39%
Asian	71%	29%
Hispanic/Latino	50%	50%
White	67%	33%

Reading Annual Typical Growth 2022-2023 Students meeting their yearly growth targets	Met	Not Met
SWD	52%	48%
Not SWD	62%	38%
SED	49%	51%
Not SED	66%	34%
EL	51%	49%
EO	64%	36%
IFEP	70%	30%
RFEP	56%	44%
0	63%	37%
1	60%	40%
2	65%	35%
3	65%	35%
4	63%	37%
5	65%	35%
6	54%	46%
7	57%	43%
8	53%	47%

Math - Diagnostic 3 2022-2023			
	Tier 1	**Tier 2**	**Tier 3**
MVWSD Overall	64%	21%	15%
Asian	91%	7%	2%
Hispanic/Latino	31%	37%	32%
White	84%	11%	5%
SWD	30%	28%	42%
Not SWD	68%	20%	12%
SED	28%	39%	33%
Not SED	82%	12%	6%
EL	23%	40%	37%
EO	79%	14%	7%
IFEP	86%	12%	2%

Math - Diagnostic 3 2022-2023			
RFEP	63%	19%	18%
0	71%	29%	0%
1	65%	31%	4%
2	63%	28%	9%
3	67%	20%	13%
4	69%	15%	16%
5	69%	14%	17%
6	59%	17%	24%
7	57%	16%	27%
8	57%	14%	29%

Math Annual Typical Growth 2022-2023 Students meeting their yearly growth targets	Met	Not Met
MVWSD Overall	59%	41%
Asian	69%	31%
Hispanic/Latino	47%	53%
White	66%	34%
SWD	47%	53%
Not SWD	61%	39%
SED	47%	53%
Not SED	65%	35%
EL	49%	51%
EO	63%	37%
IFEP	68%	32%
RFEP	54%	46%
0	59%	41%
1	59%	41%
2	62%	38%
3	64%	36%
4	59%	41%
5	69%	31%
6	55%	45%
7	56%	44%

Math Annual Typical Growth 2022-2023 Students meeting their yearly growth targets	Met	Not Met
8	48%	52%

MARIANO CASTRO ELEMENTARY SCHOOL

Reading - Diagnostic 3 2022-2023			
	Tier 1	**Tier 2**	**Tier 3**
MARIANO CASTRO ELEMENTARY SCHOOL Overall	26%	36%	38%
Asian	82%	18%	0%
Hispanic/Latino	18%	38%	43%
White	89%	11%	0%
SWD	11%	33%	56%
Not SWD	29%	36%	35%
SED	20%	38%	42%
Not SED	63%	24%	13%
EL	12%	38%	50%
EO	59%	29%	12%
IFEP	76%	24%	0%
RFEP	50%	44%	6%
0	55%	45%	0%
1	24%	59%	16%
2	26%	31%	44%
3	18%	29%	53%
4	17%	29%	54%
5	20%	26%	54%

Reading Annual Typical Growth 2022-2023 Students meeting their yearly growth targets	Met	Not Met
MARIANO CASTRO ELEMENTARY SCHOOL Overall	51%	49%
Asian	70%	30%
Hispanic/Latino	50%	50%
White	78%	22%
SWD	44%	56%
Not SWD	52%	48%
SED	50%	50%

Reading Annual Typical Growth 2022-2023 Students meeting their yearly growth targets	Met	Not Met
Not SED	59%	41%
EL	46%	54%
EO	61%	39%
IFEP	69%	31%
RFEP	69%	31%
0	54%	46%
1	32%	68%
2	46%	54%
3	37%	63%
4	67%	33%
5	63%	37%

Math - Diagnostic 3 2022-2023			
	Tier 1	**Tier 2**	**Tier 3**
MARIANO CASTRO ELEMENTARY SCHOOL Overall	24%	46%	29%
Asian	91%	9%	0%
Hispanic/Latino	18%	50%	33%
White	78%	22%	0%
SWD	8%	44%	47%
Not SWD	27%	47%	26%
SED	19%	48%	33%
Not SED	53%	39%	8%
EL	13%	49%	38%
EO	46%	44%	10%
IFEP	59%	41%	0%
RFEP	63%	31%	6%
0	43%	57%	0%
1	22%	68%	11%
2	21%	56%	23%
3	13%	37%	50%
4	21%	37%	42%

Math - Diagnostic 3 2022-2023			
5	26%	30%	43%

Math Annual Typical Growth 2022-2023 Students meeting their yearly growth targets	Met	Not Met
MARIANO CASTRO ELEMENTARY SCHOOL Overall	53%	47%
Asian	70%	30%
Hispanic/Latino	51%	49%
White	44%	56%
SWD	33%	67%
Not SWD	56%	44%
SED	53%	47%
Not SED	57%	43%
EL	48%	52%
EO	63%	37%
IFEP	56%	44%
RFEP	81%	19%
0	51%	49%
1	43%	57%
2	64%	36%
3	34%	66%
4	63%	37%
5	59%	41%

Conclusions based on this data:

1. Goal not met: Only 51% of students met their Annual Typical Growth Goal in ELA and only 53% met this goal in Math. These results are lower than the 21-22 school year.
2. 44% of our SWD met their Annual Typical Growth in Reading this year.
3. 81% of our RFEP students made ATG in Math this year

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

School Goal 1: Academic Achievement - English Language Arts
LCAP Goal 1:
Develop and Implement effective and consistent instructional practices that meet the needs of all students.
Strategic Plan Goal Area #1:
Effective and consistent instructional practices that meet the needs of all students
School Goal 1: Academic Achievement - English Language Arts • **School Goal 1.a - CAASPP Goal** • **School Goal 1.b - One Year's Growth Goal**
By June 2024, there will be a 8-percentage point increase (from 22% to 30%) in the number of students meeting or exceeding standards in English Language Arts as measured by CAASPP (Gr 3-5) Subgroup goals: By June 2024 all subgroups will make the following gains: • Students with Disabilities (SWD): There will be a 10-percentage point increase from 5% to 15% • Socio-Economically Disadvantaged (SED): There will be a 8-percentage point increase from 17% to 25% • English Only (EO): There will be a 6 percentage point increase from 45% to 51% • Hispanic/ Latino: There will be a 9-percentage point increase from 15% to 24% • Asian - Less than 10 students, not reported • White - There will be a 3-percentage point increase from 75% to 78% iReady ELA One-Year's Growth Goal: By June 2024, 100% of students will meet their yearly growth targets in Reading as measured by the iReady diagnostic assessments (K-8).
Data Used to Form this Goal:
CAASPP data and iReady Diagnostic Assessment Data

Findings from the Analysis of this Data:
2022-2023 CAASPP Overall Goal: 22% to 30% Meeting or Exceeding Standards Goal Not Met: 22% Meeting or Exceeding Standards Students with Disabilities Goal: 0% to 10% Goal Not Met: 5% Meeting or Exceeding Socio-Economically Disadvantaged (SED) Goal: 17% to 25% Goal Not Met: 17% Meeting or Exceeding English Only Goal: 33% to 40% Goal Met: 45% Meeting or Exceeding Hispanic/Latino Goals: 18% to 26% Goal Not Met: 15% Meeting or Exceeding Asian: Less than 10 students 2023-2024, not reported White: Less than 10 students 2022-2023, not reported Students with Disabilities Goal: 35% to 42% Meeting Growth Target Goal Met: 44% Meeting Growth Target Socio-Economically Disadvantaged (SED) Goal: 62% to 66% Meeting Growth Target Goal Not Met: 50% Meeting Growth Target English Only Goal: 65% to 69% Goal Not Met: 61% Meeting Growth Target Hispanic/Latino Goals: 63% to 67% Goal Not Met: 50% Meeting Growth Target Asian Goal: 57% to 61% Goal Met: 70% Meeting Growth Target White Goal: 45% to 51% Goal Met: 78% Meeting Growth Target For 2022-2023, Castro School did not exceed the District Annual Typical Growth with 51% of students making their Annual Typical Growth. District Annual Typical Growth was 61%.

How the School will Evaluate the Progress of this Goal:
We will use common formative assessment data, grade level collaboration logs (evidence of CFA data analysis and student grouping), Universal Data Cycle documents, Benchmark Advance, iReady and CAASPP data, observations and feedback on the use of RTI and WIN time What short-term outcomes will you expect? Teachers will regroup for RTI and WIN time within the first two weeks of school based on iReady Diagnostic and ELPAC data. Teachers will conduct Data Review meetings (following Universal Data Cycle protocol and UDC calendar) to identify student needs and set goals. What early evidence of change will demonstrate the school is on track? Students will meet at least 40% of Annual Typical Growth on iReady Diagnostic 2 in November.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Ensure students have access to school materials, resources, and supplies for classroom instruction and homework.	Ongoing	Principal, teachers, secretary	school supplies	4000-4999: Books And Supplies	School Allocation	5000
			Materials for unduplicated students	4000-4999: Books And Supplies	TSSP	2000
Reading Intervention Support with Early Literacy Team in grades K-2	Ongoing	Teachers, Early Literacy Team	District Paid			
Implement Response to Instruction (Tiered Instruction) and STEAM (Science, Technology, Engineering, Art, Math) Program. • Each classroom will rotate twice a week, in small groups for RTI, and will receive STEAM instruction. • The grouping of students will be done by the grade level teachers based on the students' ability level in target areas and will change at least every six weeks. • While one group of students is with the STEAM teacher, another small group will stay with their classroom teacher	Throughout the year	Principal, Coaches, Teachers	Science curriculum and materials Materials for use in goal setting, and copies of materials for reading intervention Supplemental resources during WIN time to support reading instruction. Headphones	4000-4999: Books And Supplies	TSSP	2000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
to receive tiered level of instruction that extends in their learning or help with topics the students did not understand.						
Instructional Leadership Team - group of teacher representatives and coach to work with the principal to develop and monitor core school-wide instructional strategies with a specific focus on unduplicated students. Meetings will be held twice monthly.	monthly	Principal, Instructional Leadership Team	hourly rate	1000-1999: Certificated Personnel Salaries	TSSP	2600
			benefits	3000-3999: Employee Benefits	TSSP	400
Instructional coach to support teachers in all aspects of instruction, specifically vocabulary instruction and informational text, through coaching cycles, and professional development.	August-June	Principal	Salary	1000-1999: Certificated Personnel Salaries	Title I	48500
			Benefits	3000-3999: Employee Benefits	Title I	10500
Teachers will analyze student data in 9 week cycles, using the District Universal Data Cycle • Using this data, teachers will develop action plans using the four PLC Questions • -What do we want our students to know? • -How will we know that they have learned it? • -What will we do if they haven't learned it? • -What will we do if they have learned it? At the end of each cycle, teachers will reflect on their Action Plan and create new action plans based on student data.	August, October, January, May	Principal, Instructional Coach, Teachers	Professional Responsibility			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
• *UDC will be used to identify students who need further intervention						
Teachers will work with grade level partners and coach weekly to collaborate on instruction and next steps. Grade levels will submit weekly collaboration logs.	Weekly Collaboration	Principal, Instructional Coach, Teachers	Professional Responsibility			
To increase interest in reading, will provide new books for library and decodable readers for students to take home.	Ongoing	Principal, Library Clerk, teachers	Decodable Readers for Unduplicated Students	4000-4999: Books And Supplies	TSSP	1000
			Decodable Readers	4000-4999: Books And Supplies	School Allocation	500
			Library Books for Unduplicated Students	4000-4999: Books And Supplies	TSSP	500
			Library Books	4000-4999: Books And Supplies	School Allocation	250
Principal will conduct regular targeted classroom walkthroughs and give feedback on Reading Instruction	Ongoing	Principal				
i-Ready and Literably • Provide Diagnostics for math and ELA in August, December, and May • Teachers will use the iReady Data to create unit and lesson plans to teach grade level content and accelerate any unfinished learning of previous years foundational standards. • Teachers will goal set with students to make ATG by the 3rd diagnostic to have	Ongoing	Principal, Instructional Coach	Materials, Headphones	4000-4999: Books And Supplies	TSSP	2000
			Materials	4000-4999: Books And Supplies	School Allocation	500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
students be active participants in their learning • Teacher will monitor student use of iReady, as well as passing rate and make adjustments as necessary to the learning path or lessons						
• Teachers provide Phonics, and Reading instruction based on Science of Reading concepts and provide scaffolds for tier 2 & 3 students in ELA. • Kindergarten teachers to supplement ELA phonics and reading instruction with Core Knowledge and Heggerty. • First Grade teachers will implement Sound Sensible and SPIRE for students below grade level. They will also supplement instruction using Core Knowledge. • In grades 2-5, implement Sound Sensible and SPIRE for students reading two or more grade levels below • Teachers use District Adopted Benchmark Advance Curriculum to teach Reading Comprehension with a focus on Informational	Ongoing	Principal, Coach, Teachers	SPIRE materials, Core Knowledge Decodable Readers	4000-4999: Books And Supplies	TSSP	5000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Text						
Students monitor their growth using data binders and goal setting sessions with teachers. Using i-Ready diagnostic, students will set their goal using the point gain for "Annual Typical Growth" and check progress toward that goal by reviewing their score change after D2, and D3. • Students create goals to meet annual typical growth for both ELA and Math. • Teachers meet with students to create personalized action steps in order to meet their goals based on diagnostic data. • Student "Annual Typical Growth" goals are individualized and emphasize growth in skills and ability, not just "meeting standard."	iReady Diagnostic review and goal setting in August, November and May	Principal, Teachers	Copying, Data Binders, Materials for goal setting Copying, Data Binders, Materials for goal setting	4000-4999: Books And Supplies 4000-4999: Books And Supplies	TSSP School Allocation	3000 500
Analyze data from benchmarks, observations and feedback and revise plan as needed	Ongoing	Principal, SSC				
Implement new or revised strategies based on revision of plan	Ongoing	Principal, Teachers, SSC				

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

School Goal 2: Academic Achievement - Math
LCAP Goal 1:
Develop and Implement effective and consistent instructional practices that meet the needs of all students.
Strategic Plan Goal Area #1:
Effective and consistent instructional practices that meet the needs of all students
School Goal 2: Academic Achievement - Math • **School Goal 2.a - CAASPP Goal** • **School Goal 2.b - One Year's Growth Goal**
CAASPP Math Goal: By June 2024, there will be a 8-percentage point increase (from 17% to 25%) in the number of students meeting or exceeding standards in Math as measured by CAASPP (Gr 3-5) Subgroup goals: By June 2023 all subgroups will make the following gains: • Students with Disabilities (SWD): There will be a 10-percentage point increase from 5% to 15% • Socio-Economically Disadvantaged (SED): There will be a 9-percentage point increase from 13% to 22% • English Only (EO): There will be a 6-percentage point increase from 39% to 45% • Hispanic/ Latino: There will be a 9-percentage point increase from 11% to 20% • Asian: Less than 10 students, not reported • White: There will be a 5-percentage point increase from 50% to 55% iReady Math One-Year's Growth Goal: By June 2024, 100% of students will meet their yearly growth targets in Math as measured by the iReady diagnostic assessments (K-8).
Data Used to Form this Goal:
CAASPP results Spring 2023 District assessments iReady diagnostics 2022-2023

Findings from the Analysis of this Data:

2022-2023 CAASPP
Overall Goal: 24% meeting or exceeding standards
Goal Not Met: 17% Meeting or Exceeding Standards

Students with Disabilities Goal: 4% to 14% meeting or exceeding standards
Goal Not Met: 5% Meeting or Exceeding

Socio-Economically Disadvantaged (SED) Goal: 13% to 22%
Goal Not Met: 13% Meeting or Exceeding

English Only Goal: 71% to 74%
Goal Met: 39% Meeting or Exceeding

Hispanic/Latino Goals: 12% to 21%
Goal Not Met: 11% Meeting or Exceeding

Asian: Less than 10 students 2023-2024, not reported

White: Less than 10 students 2022-2023, not reported

For 2022-2023, Castro School did not exceed the District Annual Typical Growth with 51% of students making their Annual Typical Growth. District Annual Typical Growth was 61%.

How the School will Evaluate the Progress of this Goal:

We will use common formative assessment data, grade level collaboration logs (evidence of CFA data analysis and student grouping), Universal Data Cycle documents, Eureka Math End of Module Assessments, iReady and CAASPP data, observations and feedback.

What short-term outcomes will you expect?
Teachers will plan math instruction based on iReady Diagnostic data. Teachers will conduct Data Review meetings (following Universal Data Cycle protocol and UDC calendar) to identify student needs and set goals.

What early evidence of change will demonstrate the school is on track?
Students will meet at least 40% of Annual Typical Growth on iReady Diagnostic 2 in November.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teachers will analyze data every 9 weeks as part of the District Data Protocol. Teachers will use this data	August, October, December, February, April and	Principal, Instructional coaches,	Cost in goal 1			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
to determine next instructional actions to meet students needs for whole class, and all subgroups. The teachers will set student growth goals based on the information and monitor progress weekly through PLCs.	June. Weekly	Teacher				
In order to help students meet their ATG goals, teachers will implement regular fluency practice, focusing on unduplicated students.	Ongoing	Teachers	Fluency Practice Materials	4000-4999: Books And Supplies	TSSP	1000
Principal will conduct regular targeted classroom walkthroughs and give feedback on math instruction	Ongoing	Principal				
Instructional coach will support principal and teachers in all aspects of instruction through coaching cycles and providing professional development.	Ongoing	Principal Instructional Coach Teachers	Salary	1000-1999: Certificated Personnel Salaries	Title I	48500
			Benefits	3000-3999: Employee Benefits	Title I	10500
Teachers will implement all aspects of Eureka Math with fidelity, including spiral review.	Ongoing	Principal Teachers Instructional Coach	Cost in Goal 1			
Teachers will provide small group math instruction targeting student needs with special attention paid to unduplicated students. • All teachers to provide progress monitoring assessments throughout the school year. • Teachers will share the	Ongoing	Principal Instructional coach Teachers	Materials and manipulatives	4000-4999: Books And Supplies	TSSP	1000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
results with students using their "data binder" and look for improvements as well as areas for the student to focus. • Teachers will adjust small group instruction to target student need based on assessment data. • These assessments will include the unit assessments from Eureka, common formative assessments from PLC collaboration, and iReady diagnostics.						
i-Ready and Differentiation • Provide Diagnostics for math in August, December, and May • Teacher creates unit plans based on Diagnostic Results to identify areas of unfinished learning as well as areas of strength • Teachers will goal set with students to make ATG by the 3rd diagnostic to have students be active participants in their learning • Teachers will plan instruction based on what students will need to make their ATG	Ongoing	Principal, Teachers	Cost in Goal 1			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Students monitor their growth using data binders and goal setting sessions with teachers. Using i-Ready diagnostic, students will set their goal using the point gain for "Annual Typical Growth" and check progress toward that goal by reviewing their score change after D2, and D3. • Teacher meets with students to create personalized actions to meet goals based on assessment data • Student "Annual Typical Growth" goals are individualized and emphasize growth in skills and ability, not just "meeting standard."	Ongoing	Principal Teachers Instructional Coaches	Cost in goal 1			
Ensure students have access to school materials, resources, and supplies for classroom instruction.	Ongoing	Teachers Principal Secretary	Cost in Goal 1			
Implement new or revised strategies based on revision of plan	Ongoing	Principal, Teachers, SSC				
Analyze data from benchmarks, observations, and feedback and revise plan as needed	August-June	Principal	Salary	1000-1999: Certificated Personnel Salaries	Title I	48500
			Benefits	3000-3999: Employee Benefits	Title I	10500

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

School Goal 3 - Academic Achievement - English Language Learners
LCAP Goal 1:
Develop and Implement effective and consistent instructional practices that meet the needs of all students.
Strategic Plan Goal Area #1:
Effective and consistent instructional practices that meet the needs of all students
School Goal 3: Academic Achievement - English Language Learners ● **School Goal 3.a - LTEL/At-RIsk Goal** ● **School Goal 3.b - RFEP Goal** ● **School Goal 3.c - ELPAC Goal**
At-Risk Long-Term ELs Goal (3rd-5th grade) *By June 2024, the number of LTEL/At-Risk of becoming LTEL students will be reduced by 20%. There will be a reduction in the number of students meeting state criteria for At-Risk of LTEL status from 21 to 17. RFEP Goal - *By June 2024, there will be a 3 percentage point increase (from 75% to 78%) in the number of RFEP (reclassified fluent English proficient) students meeting or exceeding standards in English Language Arts as measured by the CAASPP. ELPAC Goal- *By June 2024, 100% of all English Learners that score a Level 4 on the ELPAC will reclassify. The percentage of ELs scoring at least one overall level higher (or maintaining a 4) as compared to the previous year will increase from 32% to 39% Key Strategies/Actions: SIOP Integrated ELD Instruction Designated ELD Instruction Review/Train teachers ELPAC Assessments and Scoring Parent Workshops EL, Newcomer, and RFEP progress monitoring

Data Used to Form this Goal:
ELPAC Scores 2022-23, Reclassification numbers 2022-23, CAASPP 2023
Findings from the Analysis of this Data:
We met our last year's goal for LTELs and RFEP students.
How the School will Evaluate the Progress of this Goal:
Classroom observations of students using language Student academic progress on district assessments (iReady, Literably, District Writing Assessment) ELPAC scores and the number of students at L4

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
150 minutes of Designated English Language Development for Englsh Learners. • Teachers will focus in the language demands of the core content by providing targeted instruction that previews or reviews content vocabulary, language functions, the required grammatical forms that match the function, and differentiate forms, functions, and vocabulary according to ELPAC level and sequence of development. • Teachers use Learning A-Z ELL Edition for target EL instruction and assessment • Teachers will be trained on Designated ELD strategies by coaches	Ongoing	Principal, Teachers	Materials to support Designated ELD instruction Professional responsibility	4000-4999: Books And Supplies	TSSP	3000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Newcomer Support Class - Newcomer Students to meet twice a week with a newcomer support teacher.	Ongoing	District Newcomer Teacher	District paid			
Implement Integrated ELD using SIOP strategies focusing on Key Vocabulary, Language & Content Objectives,Student Interactions and Comprehensible Input	Ongoing. Original PD in Aug 2023	Principal, Coaches, Teachers				
Conduct EL, Newcomer, and RFEP progress monitoring using district benchmarks and common formative assessments during PLC 1 time per month. • Progress is saved and shared with students via their data binder and goal setting conversations. • Teachers will make data-based adjustments to instruction/content in order to support students as needed.	Quarterly	Principal and Instructional coach monitor. Teachers track progress with students				
Provide teachers with professional learning on the English Language assessment ELPAC. Invite ELPAC Coordinator to go over release questions and ELPAC rubric in January. • Additionally provide teachers with Designated ELD strategies. PD will be delivered during staff meeting time. • Teachers will make sure	Ongoing	Principal and Instructional Coaches, ELPAC Coordinator	Professional Responsibility			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
they are addressing the rigor of language required in the ELPAC during ELD instruction						
Provide Parent Education workshops around the ELPAC assessment to inform parents about: what the ELPAC is, how to support students during the assessment windows, and what are the requirements for reclassification.	Ongong	Principal, Coach, SCEF	Workshop Teaching	2000-2999: Classified Personnel Salaries	Parent Engagement (PIQE/FEI/PU)	1000
			Workshop Materials	4000-4999: Books And Supplies	Parent Engagement (PIQE/FEI/PU)	2000
SCEFs will create Individual Newcomer Success Plans in collaboration with the teachers. The SCEF and teacher will provide families with a copy of the plan and clarify any questions; the teacher will present the plan to the student when the plan is created (Beginning of year or upon enrollment). The plan will be reviewed at Parent-Teacher conferences and the teacher will provide evidence of growth and next steps will be recorded on the plan.	Ongoing	Principal, SCEF, Teachers				
Provide real-life experiences for students to enhance their experience with topics in the classroom through field trips and guest speakers.	Ongoing	Teachers	Field Trips, Guest Speakers		TSSP	2000
			Field Trips, Guest Speakers		School Allocation	500
Implement new or revised strategies based on revision of plan	Ongoing	Principal, Teachers, SSC				
Analyze data from benchmarks, observations, and feedback and revise plan as needed	Ongoing	Principal, SSC				

Planned Improvements in Student Performance

School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

School Goal 4 - Social-Emotional Health and Wellness
LCAP Goal 2:
Develop and implement programs and processes to equitably and effectively support students' social-emotional health and behavior.
Strategic Plan Goal Area #2:
Student Social Emotional Health
School Goal 4: Social-Emotional Health and Wellness ● **School Goal 4.a - Parent Goal** ● **School Goal 4.b - Student Goal**
Sown to Grow Goal: *By June 2024, Sown to Grow Student Check-in / Teacher Feedback rate will improve greater than 10% Parent Goal - *By June 2024, there will be a 2-percentage point increase from 83% to 85% in the number of parents who agree or strongly agree that their students' social emotional needs were met as measured by the LCAP/Climate Survey Student Goal - *By June 2024, there will be a 3-percentage point increase from 67% to 70% in the number of students who agreed or strongly agreed that students at my school are treated with respect as measured by the LCAP/Climate Survey. Behavior Goal 1: ● By June 2024, there will be a 4% point decrease from 65% to 61% for Hispanic/Latino students measured by the school suspension disproportionality data. a 7% point decrease from 33% to 26% for White students as measured by the school suspension disproportionality data. a 6% point decrease from 40% to 34% for Students With Disabilities as measured by the school suspension disproportionality data. a 2% point decrease from 79% to 77% for English Learners as measured by the school suspension disproportionality data. Behavior Goal 2: By June 2024, there will be a 2% increase from 78% to 80% in the number of students who agreed or strongly agreed that there are clear and fair consequences for breaking rules at my school as measured by the LCAP/Climate Survey.

Data Used to Form this Goal:

Survey of students from LCAP 2022-23
Attendance rates from 2023
Discipline data from 2023
Sown to Grow Student Check In/Teacher Feedback Data

Findings from the Analysis of this Data:

Last Year's Goals:
Parent Goal -
By June 2023, there will be a 2-percentage point increase from 79% to 81% in the number of parents who agree or strongly agree that their students' social emotional needs were met as measured by the LCAP/Climate Survey
GOAL MET (83%)

Student Goals -
By June 2023, there will be a 4-percentage point increase from 62% to 66% in the number of students who agreed or strongly agreed that my school focuses on a student's character as measured by the LCAP/Climate Survey.
GOAL MET (73%)

By June 2023, there will be a 1 percentage point increase from 91% to 92% in the number of students who agreed or strongly agreed with the statement "I have friends at school" as measured by the LCAP/Climate Survey
GOAL NOT MET (89%)

By June 2023, there will be a 1 percentage point increase from 87% to 88% in the number of students who agreed or strongly agreed with the statement "I trust my teachers" as measured by the LCAP/Climate Survey
GOAL NOT MET (85%)

By June 2023, there will be a 2 percentage point increase from 76% to 78% in the number of students who agreed or strongly agreed with the statement "I trust my principal" as measured by the LCAP/Climate Survey
GOAL MET (81%)

By June 2023, there will be a 2 percentage point increase from 76% to 78% in the number of students who agreed or strongly agreed with the statement "Adults at school care about my success" as measured by the LCAP/Climate Survey
GOAL MET (80%)

How the School will Evaluate the Progress of this Goal:

Student LCAP surveys – March 2023
Attendance and discipline data
Sown to Grow SEL check in data

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continue to use the Dolphin Way to reinforce behavior expectations.	Aug 2023 and ongoing	Principal and Leadership team, ARIS				
Revise and clarify the school wide behavior matrix on student expected behaviors in the different areas of the school. Align expected behaviors to school's core values of Be Safe, Be Respectful, Be Responsible, and Be Perseverant.	August 2023	Principal and Behavior Committee	Professional Responsibility			
Teachers will teach students the behavior matrix expectations, "The Dolphin Way," as part of the welcome back and orientation activities the first 3 days of school. Teachers will use common vocabulary, and examples/non-examples to teach all expectations. Each trimester, we will revisit the Dolphin Way in a whole-school rodeo.	August 2023	Principal, Teachers, support staff				
Use District-standardized Major Behavior Incident Referral form and train certificated and classified staff on how to fill out and the discipline process. Review the process with teachers midyear with an emphasis on trends in the data from the Major Behavior Incident Referral form using the District Data Protocol.	Aug. 2023 and ongoing	ARIS, teachers, Principal				
Implement a Student recognition system for students who show the	Ongoing	Principal, ARIS, Staff, Classroom	Incentives and recognitions	4000-4999: Books And Supplies	School Allocation	1000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
desired expectations or core values. The recognition system will include a token economy where students can earn a "Dolphin Dollar" for following/meeting/demonstrating the expectations or core values. Students can save the Dolphin Dollars that can be used at a student store filled with prizes that vary in cost from 1 to 150 Dolphin Dollars. • Monthly Personal Success assemblies will be held to recognize student success or growth in Math, Writing, Language Arts, The Dolphin Way, and Self Improvement. Parents will be invited to attend.		teachers	Incentives and Recognitions for Unduplicated Students	4000-4999: Books And Supplies	TSSP	1000
Provide individual and group counseling services to students through the Wellness Center, CHAC, or Pacific Clinics. Principal and SCEFs will oversee the counseling referral process and be the liaison between the school, families, and the counseling providers. Additionally they will gather data on the concerns from teachers and parents, coordinate paperwork and consent, determine the most appropriate placement based on student concerns, and look for trends or patterns in the referrals. • The Principal and Wellness Center Staff will meet weekly with all clinicians on campus to look at	Ongoing	Principal, COST Coordinator, CHAC, Pacific Clinics, COST Team				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
progress, problem solve, offer support, and assure that referred students are receiving services. The COST Team will gather pre and post data from teachers to determine the level of change in a student for participating in counseling cycles.						
• Parent University Extension sessions on effective communication with teachers, • Parent "Cafecitos" discussions based on site and community needs	3x a year for Parent U Cafecitos monthly	Principal, SCEF	hourly rate Materials for Parent U Extensions	2000-2999: Classified Personnel Salaries 4000-4999: Books And Supplies	TSSP Parent Engagement (PIQE/FEI/PU)	1000 3000
Utilize Sown to Grow to gauge student socio-emotional health. • Analyze Data from Sown to Grow • Determine school based actions from Sown to Grow results with Instructional Leadership Team and COST team.	Ongoing	Principal, COST Team and Instructional Leadership Team	Instructional Leadership Team Meetings Professional Responsibility	1000-1999: Certificated Personnel Salaries	TSSP	1000
Support Castro Wellness Center in partnership with SCCOE to create a resource and space for staff and students to learn to regulate emotions in order to improve in class behavior and time on task. • Students will have access to counseling services through Wellness Center.	Ongoing	Principal Wellness center staff				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Hire additional SCEF to support student and family referrals to mental health services, as well as support family engagement.	Ongoing	Principal	Salary	1000-1999: Certificated Personnel Salaries	Title I	40000
			Benefits	3000-3999: Employee Benefits	Title I	13000
Implement new or revised strategies based on revision of plan	Ongoing	Principal, Teachers, SSC				
Analyze data from benchmarks, observations, and feedback and revise plan as needed	Ongoing	Principal, Teachers, SSC				

Planned Improvements in Student Performance

School Goal #5

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

School Goal 5 - Inclusive and Welcoming Culture
LCAP Goal 3:
Cultivate and maintain an inclusive and welcoming culture that acknowledges, embraces, and empowers all stakeholders.
Strategic Plan Goal Area # 3:
Inclusive and welcoming culture
School Goal 5: Inclusive and Welcoming Culture ● **School Goal 5.a - Attendance Goal** ● **School Goal 5.b - Chronic Absenteeism Goal** ● **School Goal 5.c - Welcoming Environment Goal**
Attendance Goal - By June 2024, the average student attendance rate for the school will be at or above 97%. It is currently 91.57% Chronic Absenteeism Goal - By June 2024, the average chronic absenteeism rate for subgroups will decrease by 3% from 28.8% to 25.8% based on District Chronic Absenteeism Data. Welcoming Environment Goal - By June 2024, there will be a 1% increase from 93% to 94% in the number of parents who agree or strongly agree with the statement "My school creates a welcoming environment for all families" as measured by the annual LCAP/ Climate Survey
Data Used to Form this Goal:
Attendance rates, Absentee rates, LCAP survey data

Findings from the Analysis of this Data:
Goal #5 Inclusive and Welcoming Culture Attendance Goal - By June 2023, the average student attendance rate for the school will be at or above 97%. It is currently 88% GOAL NOT MET - 91.5% Chronic Absenteeism Goal - By June 2023, the average chronic absenteeism rate for subgroups will decrease by 3% from 31% to 28% based on District Chronic Absenteeism Data. GOAL SLIGHTLY MET 25.8% Welcoming Environment Goal - By June 2023, there will be a 1% increase from 93% to 94% in the number of parents who agree or strongly agree with the statement "My school creates a welcoming environment for all families" as measured by the annual LCAP/ Climate Survey GOAL NOT MET - stayed the same
How the School will Evaluate the Progress of this Goal:
Monthly attendance checks. Review of attendance data pulled from Powerschool. Attendance at events held on campus by PTA and hosted by the school site.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide a safe and healthy campus for students, staff, and parents. • Ensure that all learning environments are equitable with supplies and furniture to support a flexible and inclusive learning environment. This will create a welcoming environment where all students will feel successful and want to come to school.	Ongoing	Principal, SLS Coordinator, SCEF	Materials	4000-4999: Books And Supplies	TSSP	6000
Parent University Extension Series and Parent U Seminario to support parents in various areas - attendance,	23-24 School Year	Principal, SCEF	Materials, Fees for Speakers	5000-5999: Services And Other Operating Expenditures	Parent Engagement (PIQE/FEI/PU)	5000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
supporting behavior, SEL, how to support students in reading, etc.						
School Attendance recognitions. • On a monthly basis, students meeting attendance goals will receive recognition in the form of brag tags. • Classrooms meeting attendance goals will receive recognition and rewards • Another area of recognition will be for chronically absent students who make improvements from one month to the next; these students will receive a reward for improvement. • "At School On Time" awards. Daily, three students who are at school on time that day will randomly be chosen to receive a prize.	Ongoing	Principal, Secretary, SCEF	Materials Materials	4000-4999: Books And Supplies 4000-4999: Books And Supplies	TSSP School Allocation	1500 500
Maintain current and engaging website, Facebook, and Instagram pages • This will build the community feeling at Castro • Showcasing students and student work will bring parents into the classroom • This will also allow parents to see important school news or events they	Ongoing	Principal	Professional responsibility			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
might not have read about in the newsletter						
Principal Coffees to support parent understanding of iReady reports, ELPAC reports, report cards, CAASPP, PBS, Emotional Regulation	Monthly	Principal, SCEF, At-Risk Supervisor	Materials	4000-4999: Books And Supplies	Parent Engagement (PIQE/FEI/PU)	5000
Build relationships in the school community through monthly assemblies and school wide events Monthly Dolphin Pride Assemblies Harvest Festival in October, Festival of Lights in December, Science Night in March and Spring Wellness Faire in May	Ongoing	Principal, Teachers, SCEF	Materials	4000-4999: Books And Supplies	Parent Engagement (PIQE/FEI/PU)	5000
			Materials	0000: Unrestricted	School Allocation	1000
Use Sown to Grow Data to help guide staff development sessions, and SEL assemblies.	Ongoing	Principal, Leadership team	Cost in goal 1			
Send out Weekly Communication Newsletter with School and District News.	Weekly	Principal, Secretary, SCEF				
Hire an additional SCEF to support students and families with social-emotional needs including counseling and case management support. • SCEFs also provide resources to help with student attendance, including connections to outside agencies to meet basic needs. • Additionally, SCEFs regularly reach out to families of absent students to set up any support needed.	August-June	Principal	Salary	1000-1999: Certificated Personnel Salaries	Title I	40000
			Benefits	3000-3999: Employee Benefits	Title I	13000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Extend hours of school clerk to support families with attendance, scheduling meetings with teachers, and connecting with community resources. • Attendance clerk reaches out to families of absent students daily and connects families to community resources or to SCEFs to provide additional supprt.	August-June	Principal	Salary	0001-0999: Unrestricted: Locally Defined	Title I	6000
			Benefits	3000-3999: Employee Benefits	Title I	4100
Teacher training on student behavior expectations, procedures and norms	August-June	Principal	Professional Responsibility			
Analyze data from benchmarks, observations, and feedback and revise plan as needed	Ongoing	Principal, Teachers, School Site Council				
Implement new or revised strategies based on revision of plan	Ongoing	Principal, Teachers				

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source			
Funding Source	**Allocation 75%**	**Allocation 100%**	**Balance (Allocations-**
School Allocation	19,050	25,400	15,650.00
TSSP	33,450	44,600	8,600.00
Parent Engagement	25,424	25,424	4,424.00

Total Expenditures by Funding Source	
Funding Source	**Total Expenditures**
Parent Engagement (PIQE/FEI/PU)	21,000.00
School Allocation	9,750.00
Title I	293,100.00
TSSP	36,000.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
	2,000.00
0000: Unrestricted	1,000.00
0001-0999: Unrestricted: Locally Defined	6,000.00
1000-1999: Certificated Personnel Salaries	229,100.00
2000-2999: Classified Personnel Salaries	2,000.00
3000-3999: Employee Benefits	62,000.00
4000-4999: Books And Supplies	52,250.00
5000-5999: Services And Other Operating Expenditures	5,000.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
2000-2999: Classified Personnel Salaries	Parent Engagement (PIQE/FEI/PU)	1,000.00
4000-4999: Books And Supplies	Parent Engagement (PIQE/FEI/PU)	15,000.00
5000-5999: Services And Other Operating	Parent Engagement (PIQE/FEI/PU)	5,000.00
	School Allocation	500.00
0000: Unrestricted	School Allocation	1,000.00
4000-4999: Books And Supplies	School Allocation	8,250.00
0001-0999: Unrestricted: Locally Defined	Title I	6,000.00
1000-1999: Certificated Personnel Salaries	Title I	225,500.00
3000-3999: Employee Benefits	Title I	61,600.00
	TSSP	2,000.00
1000-1999: Certificated Personnel Salaries	TSSP	3,600.00
2000-2999: Classified Personnel Salaries	TSSP	1,000.00
3000-3999: Employee Benefits	TSSP	400.00
4000-4999: Books And Supplies	TSSP	29,000.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	84,250.00
Goal 2	120,000.00
Goal 3	8,500.00
Goal 4	60,000.00
Goal 5	87,100.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Jacqueline Keirns	X				
Kaitlin Chernikoff		X			
Elizabeth Llamas			X		
Jonathan Pettey				X	
Amy Bucher				X	
Alice Bowie (non-voting)		X			
Tuhin Guha				X	
Numbers of members of each category:	**1**	**2**	**1**	**3**	

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

ELAC Membership

Name of ELAC Member	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Fabiola Contreras, President				X	
Yahaira Cueva, DELAC rep				X	
Jackee Keirns, Principal	X				
Miguel Meza, SCEF			X		
Danielle Kosiorek, Instructional Coach			X		
Nicole Data, STEAM Teacher		X			
Numbers of ELAC Members of each category:	**1**	**1**	**2**	**2**	

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s)s to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**

X English Learner Advisory Committee

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on 12/14/23.

Attested:

Jacqueline Keirns		1/17/24
Typed Name of School Principal	Signature of School Principal	Date
Jonathan Pettey		1/17/24
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date

Mountain View Whisman School District

Agenda Item for Board Meeting of 1/25/2024

Agenda Category: CONSENT AGENDA

Agenda Item Title: Approval of Payroll Report and Accounts Payable Warrant List for the Month of December 2023

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 $13,212,218.01.

Recommended Action:
It is recommended 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 Warrant List for December 2023	Backup Material	1/18/2024

MOUNTAIN VIEW WHISMAN SCHOOL DISTRICT
ACCOUNTS PAYABLE WARRANT LIST
FOR THE MONTH OF DECEMBER 2023

Warrant Number	Date	Name	Amount
29049937	12/1/2023	BAY ALARM COMPANY	$13,052.26
29049938	12/1/2023	DIVISION OF STATE ARCHITECT	$4,752.22
29049939	12/1/2023	DRYCO CONSTRUCTION INC	$10,251.10
29049940	12/1/2023	GREYSTONE WEST COMPANY	$7,340.18
29049941	12/1/2023	GUIDEPOST SOLUTIONS LLC	$2,257.00
29049942	12/1/2023	RON PARIS CONSTRUCTION CO INC	$20,327.01
29049943	12/1/2023	CITY OF MOUNTAIN VIEW	$39,587.12
29049944	12/1/2023	PACIFIC GAS AND ELECTRIC CO	$95,920.98
29049945	12/1/2023	DIVISION OF STATE ARCHITECT	$4,186.37
29049946	12/1/2023	545 TRAINING CO INC	$1,870.00
29049947	12/1/2023	ACER SERVICE CORPORATION	$2,029.82
29049948	12/1/2023	AG LINK INC	$2,898.21
29049949	12/1/2023	AMAZON CAPITAL SERVICES	$3,436.19
29049950	12/1/2023	APPLE INC	$1,500.00
29049951	12/1/2023	BONAMI BAKING COMPANY INC	$264.00
29049952	12/1/2023	BRADY INDUSTRIES	$1,119.34
29049953	12/1/2023	CALIFORNIA SPORTS DESIGN LLC	$1,956.07
29049954	12/1/2023	CRYSTAL CREAMERY INC	$2,220.05
29049955	12/1/2023	DIAMOND QUALITY PRINTING	$7,161.68
29049956	12/1/2023	GOLD STAR FOODS INC	$5,030.60
29049957	12/1/2023	PACIFIC RIM PRODUCE	$487.50
29049958	12/1/2023	PITNEY BOWES GLOBAL	$560.97
29049959	12/1/2023	PLANET ORANGE	$304.00
29049960	12/1/2023	ROSS RECREATION EQUIPMENT INC.	$5,987.22
29049961	12/1/2023	SYSCO- SAN FRANCISCO	$3,076.56
29049962	12/1/2023	UNIVERSAL SITE SERVICES INC	$600.00
29049963	12/1/2023	VALLEY OIL COMPANY	$3,612.71
29049964	12/1/2023	XEROX FINANCIAL SERVICES	$39.41
29049965	12/4/2023	ARBILDO, SHANNON	$445.00
29049966	12/4/2023	BOGDANIC, PRISCILA	$103.49
29049967	12/4/2023	DANNIS WOLIVER KELLEY	$13,625.86
29049968	12/4/2023	DURHAM SCHOOL SERVICES LP	$658.70
29049969	12/4/2023	EDUCATION JUSTICE LAW P.C.	$7,000.00
29049970	12/4/2023	ENVIRONMENTAL SYSTEMS INC	$1,806.58
29049971	12/4/2023	LIFE INSURANCE CO OF N AMERICA	$6.80
29049972	12/4/2023	LITERACY RESOURCES LLC	$480.60
29049973	12/4/2023	MY PAINTING AND GLASS INC	$1,030.00
29049974	12/4/2023	RIOS PACHECO, EDUARDO	$212.53
29049975	12/4/2023	RO HEALTH INC	$1,940.03
29049976	12/4/2023	SOUTHWEST SCHOOL SUPPLY	$57.37
29049977	12/4/2023	SUN LIFE FINANCIAL	$979.71
29049978	12/4/2023	TEAMCIVX LLC	$67,500.00
29049979	12/4/2023	AMAZON CAPITAL SERVICES	$4,434.61
29049980	12/4/2023	ACHIEVE KIDS NPS	$22,269.50
29049981	12/4/2023	ADROIT ADVANCED	$7,109.73

MOUNTAIN VIEW WHISMAN SCHOOL DISTRICT
ACCOUNTS PAYABLE WARRANT LIST
FOR THE MONTH OF DECEMBER 2023

Warrant Number	Date	Name	Amount
29049982	12/4/2023	CHILDREN'S HEALTH COUNCIL	$61,930.55
29049983	12/4/2023	CREATIVE LEARNING CENTER	$27,312.00
29049984	12/4/2023	EDTHEORY LLC	$1,800.00
29049985	12/4/2023	HOPSKIPDRIVE INC	$14,080.02
29049986	12/4/2023	MORGAN AUTISM CENTER	$16,260.00
29049987	12/4/2023	MULTI-HEALTH SYSTEMS INC	$112.50
29049988	12/4/2023	PACIFIC AUTISM CENTER FOR	$11,862.16
29049989	12/4/2023	PEARSON EDUCATION	$4,199.75
29049990	12/4/2023	PINE HILL SCHOOL AND	$6,772.00
29049991	12/4/2023	RO HEALTH INC	$58,920.34
29049992	12/4/2023	SILICON VALLEY JPA	$18,873.00
29049993	12/4/2023	SPECTRUM CENTER INC	$11,415.59
29049994	12/4/2023	SUSAN HENTZ & ASSOCIATES	$8,000.00
29049995	12/4/2023	WELLDOM INC	$24,412.50
29049996	12/5/2023	DIVISION OF STATE ARCHITECT	$4,624.57
29049997	12/5/2023	DIVISION OF STATE ARCHITECT	$3,247.37
29049998	12/5/2023	CIS INC	$2,250.00
29049999	12/5/2023	DIVISION OF STATE ARCHITECT	$10,192.00
29050000	12/5/2023	KAISER FOUNDATION	$472,039.23
29050001	12/5/2023	UHS PREMIUM BILLING	$335,186.13
29050002	12/6/2023	ADROIT ADVANCED	$6,242.68
29050003	12/6/2023	ANAHEIM PLAZA HOTEL	$28,774.48
29050004	12/6/2023	BAY AREA FLOOR MACHINE	$231.68
29050005	12/6/2023	BOENNIGHAUSEN, JACQUELYN	$382.00
29050006	12/6/2023	BRADY INDUSTRIES	$3,777.34
29050007	12/6/2023	CIS INC	$875.00
29050008	12/6/2023	CLASS CREATOR LLC	$4,279.60
29050009	12/6/2023	COOLRITE REFRIGERATION INC	$351.75
29050010	12/6/2023	DISNEYLAND RESORT HOTELS	$32,652.00
29050011	12/6/2023	DOMINGUEZ, JOSE A	$1,531.18
29050012	12/6/2023	DRYCO CONSTRUCTION INC	$4,260.00
29050013	12/6/2023	GOOGLE LLC	$354.98
29050014	12/6/2023	JACK SCHREDER & ASSOCIATES INC	$3,283.75
29050015	12/6/2023	JP DIGITAL IMAGING INC	$381.23
29050016	12/6/2023	LAMBERT, THERESA	$75.28
29050017	12/6/2023	LANGUAGE LINE SERVICES INC	$233.07
29050018	12/6/2023	PLAYPOWER LT FARMINGTON	$2,509.95
29050019	12/6/2023	RHYTHM & MOVES INC	$91,568.00
29050020	12/6/2023	SAN FRANCISCO ELEVATOR	$1,262.72
29050021	12/6/2023	SCHOOL SPECIALTY LLC	$453.47
29050022	12/6/2023	SERVICENOW INC	$15,000.00
29050023	12/6/2023	SMART AND FINAL	$661.68
29050024	12/6/2023	VALLEY OIL COMPANY	$1,577.76
29050025	12/6/2023	VERIZON	$385.11
29050026	12/6/2023	BONAMI BAKING COMPANY INC	$6,579.00

MOUNTAIN VIEW WHISMAN SCHOOL DISTRICT
ACCOUNTS PAYABLE WARRANT LIST
FOR THE MONTH OF DECEMBER 2023

Warrant Number	Date	Name	Amount
29050027	12/6/2023	CALIFORNIA DEPT. OF EDUCATION	$963.30
29050028	12/6/2023	CRYSTAL CREAMERY INC	$3,138.11
29050029	12/6/2023	DANIELSEN COMPANY	$4,850.28
29050030	12/6/2023	GOLD STAR FOODS INC	$6,496.01
29050031	12/6/2023	IMPERIAL DADE WEST COAST	$1,549.36
29050032	12/6/2023	PACIFIC RIM PRODUCE	$2,464.05
29050033	12/6/2023	SYSCO- SAN FRANCISCO	$4,284.67
29050034	12/7/2023	AMAZON CAPITAL SERVICES	$814.90
29050035	12/7/2023	OFFICE DEPOT	$9,260.24
29050036	12/7/2023	ACER SERVICE CORPORATION	$269.76
29050037	12/7/2023	AMAZON CAPITAL SERVICES	$156.88
29050038	12/7/2023	BLUE VIOLET ENERGY HEALING LLC	$49,950.00
29050039	12/7/2023	BRADY INDUSTRIES	$2,128.64
29050040	12/7/2023	FORMAL FASHIONS INC	$1,524.58
29050041	12/7/2023	IMAGINEERZ LEARNING LLC	$6,400.00
29050042	12/7/2023	LIFETOUCH NSS	$5,365.05
29050043	12/7/2023	MEDIEVAL TIMES DINNER &	$4,721.15
29050044	12/7/2023	MRC	$546.54
29050045	12/7/2023	NATIONAL GEOGRAPHIC KIDS	$37.10
29050046	12/7/2023	ONE WORKPLACE L FERRARI	$918.16
29050047	12/7/2023	PARK, REGINA (SO HEE)	$171.15
29050048	12/7/2023	PEGASUS PRODUCTS GROUP LLC	$1,137.68
29050049	12/7/2023	RUDOLPH, AYINDE	$646.22
29050050	12/7/2023	SANTA CLARA COE	$67,845.02
29050051	12/7/2023	SCHOLASTIC	$921.98
29050052	12/7/2023	THE TECH INTERACTIVE	$888.00
29050053	12/7/2023	ALULA	$2,000.00
29050054	12/7/2023	ARAMARK	$295.63
29050055	12/7/2023	CRYSTAL CREAMERY INC	$686.93
29050056	12/7/2023	NEW YORK PIZZA INC	$12,760.00
29050057	12/7/2023	NEWSELA INC	$1,700.00
29050058	12/7/2023	PACIFIC RIM PRODUCE	$1,873.65
29050059	12/7/2023	RO HEALTH INC	$1,899.22
29050060	12/7/2023	TEAMCIVX LLC	$13,826.46
29050061	12/7/2023	THE HOME DEPOT PRO	$1,091.05
29050062	12/8/2023	E.F. BRETT AND COMPANY INC	$181,886.06
29050063	12/8/2023	RON PARIS CONSTRUCTION CO INC	$5,683.65
29050064	12/12/2023	AMAZON CAPITAL SERVICES	$1,268.13
29050065	12/12/2023	AT&T MOBILITY	$426.50
29050066	12/12/2023	BRADY INDUSTRIES	$17,110.01
29050067	12/12/2023	CDW Govenment	$2,500.00
29050068	12/12/2023	CHAC	$234,705.50
29050069	12/12/2023	DOCUMENT TRACKING SERVICES LLC	$651.24
29050070	12/12/2023	ENVIRONMENTAL VOLUNTEERS INC	$7,806.00
29050071	12/12/2023	HOME DEPOT CREDIT SERVICES	$418.10

MOUNTAIN VIEW WHISMAN SCHOOL DISTRICT
ACCOUNTS PAYABLE WARRANT LIST
FOR THE MONTH OF DECEMBER 2023

Warrant Number	Date	Name	Amount
29050072	12/12/2023	SOUTHWEST SCHOOL SUPPLY	$562.54
29050073	12/13/2023	AG LINK INC	$4,039.12
29050074	12/13/2023	BONAMI BAKING COMPANY INC	$4,838.00
29050075	12/13/2023	CRYSTAL CREAMERY INC	$2,508.08
29050076	12/13/2023	ECOLAB PEST ELIMINATION	$715.76
29050077	12/13/2023	GOLD STAR FOODS INC	$2,960.25
29050078	12/13/2023	IMPERIAL DADE WEST COAST	$2,114.25
29050079	12/13/2023	PACIFIC RIM PRODUCE	$2,739.70
29050080	12/13/2023	SYSCO- SAN FRANCISCO	$8,270.12
29050081	12/13/2023	AMAZON CAPITAL SERVICES	$436.57
29050082	12/13/2023	AT&T MOBILITY	$737.43
29050083	12/13/2023	BRISCOE IVESTER & BAZEL LLP	$25,700.00
29050084	12/13/2023	CAMPION, EMILY	$55.11
29050085	12/13/2023	CDW Govenment	$20,686.64
29050086	12/13/2023	DANIELS, DALE	$1,105.09
29050087	12/13/2023	ENVIRONMENTAL SYSTEMS INC	$17,218.38
29050088	12/13/2023	GUEVARA, MARIEL	$382.00
29050089	12/13/2023	LANGUAGE LINE SERVICES INC	$370.64
29050090	12/13/2023	NATURE EXPLORE	$807.30
29050091	12/13/2023	RO HEALTH INC	$778.80
29050092	12/13/2023	SCHOLASTIC	$1,436.42
29050093	12/13/2023	THE HOME DEPOT PRO	$636.48
29050094	12/13/2023	WEST COAST ARBORISTS INC	$17,226.00
29050095	12/13/2023	WEST VALLEY MUSIC	$124.29
29050096	12/13/2023	WHEELEHAN SCHOOL BUSINESS	$4,725.00
29050097	12/14/2023	AMAZON CAPITAL SERVICES	$2,302.65
29050098	12/14/2023	EAST BAY RESTAURANT SUPPLY INC	$316.80
29050099	12/14/2023	LIVING CLASSROOM	$11,500.00
29050100	12/14/2023	SILICON VALLEY PERFORMANCE	$31,068.17
29050101	12/14/2023	SOUND AND SIGNAL INC	$514.19
29050102	12/15/2023	U.S. BANK CORPORATE PAYMENT	$18,758.73
29050103	12/18/2023	ACHIEVE KIDS NPS	$18,012.00
29050104	12/18/2023	ATKINSON ANDELSON LOYA	$58,557.39
29050105	12/18/2023	BLAZERWORKS	$26,065.00
29050106	12/18/2023	BMR HEALTH SERVICES INC	$77,038.00
29050107	12/18/2023	CHILDREN'S HEALTH COUNCIL	$38,342.10
29050108	12/18/2023	CRUZ, EDWARD JOSE	$1,110.00
29050109	12/18/2023	ERAN ARKIN AND ADI ARKIN	$11,000.00
29050110	12/18/2023	EVERY SPECIAL CHILD LLC	$12,780.00
29050111	12/18/2023	HOPSKIPDRIVE INC	$13,556.62
29050112	12/18/2023	MORGAN AUTISM CENTER	$13,608.00
29050113	12/18/2023	PINE HILL SCHOOL AND	$5,848.00
29050114	12/18/2023	SUSAN HENTZ & ASSOCIATES	$3,500.00
29050115	12/18/2023	VERDIYEV, VUSAL	$510.00
29050116	12/19/2023	DIVISION OF STATE ARCHITECT	$168.60

MOUNTAIN VIEW WHISMAN SCHOOL DISTRICT
ACCOUNTS PAYABLE WARRANT LIST
FOR THE MONTH OF DECEMBER 2023

Warrant Number	Date	Name	Amount
29050117	12/19/2023	CARDUCCI & ASSOCIATES INC	$2,582.50
29050118	12/19/2023	DIVISION OF STATE ARCHITECT	$1,572.60
29050119	12/19/2023	GREYSTONE WEST COMPANY	$116,513.05
29050120	12/19/2023	ORBACH HUFF & HENDERSON LLP	$22,631.50
29050121	12/19/2023	PALISADE BUILDERS INC	$2,138,799.92
29050122	12/19/2023	SAGE RENEWABLE ENERGY	$3,650.00
29050123	12/19/2023	BONAMI BAKING COMPANY INC	$1,550.80
29050124	12/19/2023	CITY OF MOUNTAIN VIEW	$16,432.34
29050125	12/19/2023	CRYSTAL CREAMERY INC	$2,524.06
29050126	12/19/2023	DANNIS WOLIVER KELLEY	$12,030.11
29050127	12/19/2023	DIAMOND QUALITY PRINTING	$1,456.67
29050128	12/19/2023	GOLD STAR FOODS INC	$3,793.96
29050129	12/19/2023	HARRIS SCHOOL SOLUTIONS	$750.00
29050130	12/19/2023	LIFE INSURANCE CO OF N AMERICA	$6.80
29050131	12/19/2023	NEW LIFE PHYSICAL THERAPY	$54,600.00
29050132	12/19/2023	Occupational Health Centers of	$190.05
29050133	12/19/2023	PACIFIC GAS AND ELECTRIC CO	$1,151.16
29050134	12/19/2023	SUN LIFE FINANCIAL	$979.71
29050135	12/19/2023	TOGO'S SANDWICHES	$245.00
29050136	12/19/2023	CALIFORNIA TEACHERS	$28,591.90
29050137	12/19/2023	COLONIAL LIFE	$25,665.47
29050138	12/19/2023	STANDARD INSURANCE CO	$3,613.55
29050139	12/20/2023	AMAZON CAPITAL SERVICES	$594.82
29050140	12/20/2023	AMBROCIO OLVERA, MARIA ISABEL	$2,270.00
29050141	12/20/2023	APPLE INC	$6,194.65
29050142	12/20/2023	BERMAN, LAURA R	$1,191.17
29050143	12/20/2023	BLAZERWORKS	$24,527.44
29050144	12/20/2023	CDW Govenment	$283.73
29050145	12/20/2023	DIGITAL PROMISE GLOBAL	$3,000.00
29050146	12/20/2023	EDTHEORY LLC	$19,992.00
29050147	12/20/2023	ESCALERA, MARTHA	$3,000.00
29050148	12/20/2023	FEDEX	$38.64
29050149	12/20/2023	MARK AND JENNIFER SIDDENS	$1,229.00
29050150	12/20/2023	MOBILE MODULAR MGMT CORP	$1,770.00
29050151	12/20/2023	ORBACH HUFF & HENDERSON LLP	$19,260.80
29050152	12/20/2023	PACIFIC AUTISM CENTER FOR	$11,813.50
29050153	12/20/2023	PACIFIC OFFICE AUTOMATION	$584.69
29050154	12/20/2023	RO HEALTH INC	$31,888.82
29050155	12/20/2023	SILICON VALLEY PERFORMANCE	$1,164.39
29050156	12/20/2023	THE HOME DEPOT PRO	$4,799.58
29050157	12/20/2023	YMCA Of Silicon Valley	$621,593.52
29050158	12/20/2023	AMERICAN FIDELITY ASSURANCE CO	$906.49
29050159	12/21/2023	CITY OF MOUNTAIN VIEW	$58,227.22
29050160	12/21/2023	PACIFIC GAS AND ELECTRIC CO	$69,846.50
29050161	12/21/2023	ALDER-TEK MANUFACTURING	$1,216.52

MOUNTAIN VIEW WHISMAN SCHOOL DISTRICT
ACCOUNTS PAYABLE WARRANT LIST
FOR THE MONTH OF DECEMBER 2023

Warrant Number	Date	Name	Amount
29050162	12/21/2023	BONAMI BAKING COMPANY INC	$6,884.50
29050163	12/21/2023	CRYSTAL CREAMERY INC	$1,821.15
29050164	12/21/2023	DANIELSEN COMPANY	$10,583.16
29050165	12/21/2023	EAST BAY RESTAURANT SUPPLY INC	$261.90
29050166	12/21/2023	GOLD STAR FOODS INC	$1,725.54
29050167	12/21/2023	IMPERIAL DADE WEST COAST	$1,534.57
29050168	12/21/2023	PACIFIC RIM PRODUCE	$5,194.59
29050169	12/21/2023	SYSCO- SAN FRANCISCO	$10,477.46
29050170	12/21/2023	DREILING TERRONES ARCHITECTURE	$76,672.50
29050171	12/21/2023	ORBACH HUFF & HENDERSON LLP	$5,083.91
29050172	12/26/2023	ALL PREMIUM	$1,746.90
29050173	12/26/2023	AVES, CHERIE	$85.35
29050174	12/26/2023	BAY ALARM COMPANY	$4,050.05
29050175	12/26/2023	BMR HEALTH SERVICES INC	$16,042.46
29050176	12/26/2023	CABRERA, BLANCA MARTINE	$100.00
29050177	12/26/2023	CERTIFIX LIVE SCAN	$126.00
29050178	12/26/2023	CHEN, CHRISTINE	$237.50
29050179	12/26/2023	CHILDREN'S HEALTH COUNCIL	$9,001.30
29050180	12/26/2023	CIRIMELE, JENNIFER	$100.00
29050181	12/26/2023	CITY OF MOUNTAIN VIEW FAAP	$100.00
29050182	12/26/2023	COMMUNITY SCHOOL OF MUSIC	$230,215.00
29050183	12/26/2023	CORODATA SHREDDING INC	$468.00
29050184	12/26/2023	DURHAM SCHOOL SERVICES LP	$1,114.13
29050185	12/26/2023	ENVIRONMENTAL VOLUNTEERS INC	$16,124.00
29050186	12/26/2023	FEDEX	$17.83
29050187	12/26/2023	MARINCHAK, NANCY	$382.00
29050188	12/26/2023	NEWPORT TRUST COMPANY	$1,182.14
29050189	12/26/2023	O'MALLEY, KATE	$3,131.25
29050190	12/26/2023	PALO ALTO CHILDREN'S THEATRE	$576.00
29050191	12/26/2023	REASONS, MARVINA GENE	$100.00
29050192	12/26/2023	RO HEALTH INC	$34,761.82
29050193	12/26/2023	SPECTRUM CENTER INC	$10,595.92
29050194	12/26/2023	THE HOME DEPOT PRO	$1,036.26
29050195	12/26/2023	WEINGARTEN CHILDREN'S CENTER	$792.00
29050196	12/26/2023	AMAZON CAPITAL SERVICES	$2,338.01
29050197	12/26/2023	AMAZON CAPITAL SERVICES	$429.83
29050198	12/26/2023	APPLE INC	$6,462.33
29050199	12/26/2023	BAY ALARM COMPANY	$3,323.75
29050200	12/26/2023	BRADY INDUSTRIES	$7,323.01
29050201	12/26/2023	CDW Govenment	$5,275.00
29050202	12/26/2023	CRYSTAL CREAMERY INC	$415.35
29050203	12/26/2023	DEPT OF JUSTICE	$601.00
29050204	12/26/2023	DURHAM SCHOOL SERVICES LP	$1,460.88
29050205	12/26/2023	EAST BAY RESTAURANT SUPPLY INC	$2,525.69
29050206	12/26/2023	ENVIRONMENTAL SYSTEMS INC	$8,051.39

MOUNTAIN VIEW WHISMAN SCHOOL DISTRICT
ACCOUNTS PAYABLE WARRANT LIST
FOR THE MONTH OF DECEMBER 2023

Warrant Number	Date	Name	Amount
29050207	12/26/2023	GREENESPORT ASSOCIATION	$3,310.00
29050208	12/26/2023	HEANEY VIOLINS	$311.90
29050209	12/26/2023	HHF PLANNERS	$475.00
29050210	12/26/2023	KAPCO	$339.53
29050211	12/26/2023	LEXIA LEARNING SYSTEMS	$2,200.00
29050212	12/26/2023	MC CLINTOCK, CAMERON	$191.00
29050213	12/26/2023	OLIVER PACKAGING & EQUIPMENT	$5,792.97
29050214	12/26/2023	PACIFIC OFFICE AUTOMATION	$48.95
29050215	12/26/2023	PACIFIC RIM PRODUCE	$1,249.61
29050216	12/26/2023	PLANET ORANGE	$225.00
29050217	12/26/2023	SOCIAL AND ENVIRONMENTAL	$800.00
29050218	12/26/2023	SOUTHWEST SCHOOL SUPPLY	$452.71
29050219	12/26/2023	SYSCO- SAN FRANCISCO	$924.74
29050220	12/26/2023	THE HOME DEPOT PRO	$2,236.31
29050221	12/26/2023	VALLEY OIL COMPANY	$2,651.54
29050222	12/26/2023	XEROX CORPORATION	$12,643.06
29050223	12/26/2023	BAY ALARM COMPANY	$215.00
29050224	12/26/2023	CDW Govenment	$2,629.00
29050225	12/26/2023	CENTRAL COMPUTERS INC	$659.74
29050226	12/26/2023	CITI CARDS	$1,865.88
29050227	12/26/2023	JACK SCHREDER & ASSOCIATES INC	$2,682.50
29050228	12/26/2023	NEW LIFE PHYSICAL THERAPY	$43,200.00
29050229	12/26/2023	RIGHT AT SCHOOL	$82,650.00
29050230	12/26/2023	RO HEALTH INC	$2,212.16
29050231	12/26/2023	THOMAS PLUMBING INC	$216.00
29050232	1/2/2024	MOUNTAIN VIEW OWNERS LLC	$428,209.77
29050233	1/4/2024	BRONSTEIN MUSIC	$1,692.04
29050234	1/4/2024	CENTRAL COMPUTERS INC	$30.21
29050235	1/4/2024	DURHAM SCHOOL SERVICES LP	$2,664.38
29050236	1/4/2024	FRONTLINE TECHNOLOGIES GROUP	$18,606.41
29050237	1/4/2024	GALASSI, HEIDI	$49.99
29050238	1/4/2024	GOOGLE LLC	$366.81
29050239	1/4/2024	PETER GORMAN LEADERSHIP	$15,000.00
29050240	1/4/2024	POHLMAN, MEGAN	$327.51
29050241	1/4/2024	RHYTHM & MOVES INC	$91,568.00
98062438	12/1/2023	FOSTER BROTHERS SECURITY	$101.60
98062439	12/1/2023	GRAINGER	$1,224.21
98062440	12/1/2023	LAKESHORE LEARNING	$1,930.14
98062498	12/4/2023	LAKESHORE LEARNING	$31,139.02
98062499	12/4/2023	IINTERPRET INC	$750.00
98062566	12/6/2023	BAY ALARM COMPANY	$1,312.07
98062567	12/6/2023	ARAMARK	$299.40
98062640	12/7/2023	JW PEPPER & SON INC	$310.01
98062802	12/13/2023	ARAMARK	$299.40
98062803	12/13/2023	FOSTER BROTHERS SECURITY	$5,818.29

MOUNTAIN VIEW WHISMAN SCHOOL DISTRICT
ACCOUNTS PAYABLE WARRANT LIST
FOR THE MONTH OF DECEMBER 2023

Warrant Number	Date	Name	Amount
98062804	12/13/2023	TouchMath Acquisition LLC	$259.21
98062805	12/13/2023	WILLIAM V MacGILL & Co	$518.83
98062963	12/18/2023	IINTERPRET INC	$3,590.00
98062997	12/19/2023	ARAMARK	$299.40
98063024	12/20/2023	GRAINGER	$586.22
98063123	12/26/2023	ARAMARK	$299.40
98063124	12/26/2023	CUSTOMINK LLC	$1,688.47
98063125	12/26/2023	RENAISSANCE	$3,975.00
98063177	1/4/2024	TAG AMS INC	$270.00
98063178	1/4/2024	WILLIAM V. MACGILL & CO.	$1,449.54
<29048180>	12/20/2023	WU, MINGDE	($382.00)
<29049779>	12/8/2023	AT&T MOBILITY	($577.43)
<29049978>	12/6/2023	TEAMCIVX LLC	($67,500.00)
<98058601>	12/28/2023	TURF & INDUSTRIAL EQUIPMENT	($105.98)
<98060415>	12/28/2023	FIRST	($383.14)
		Grand Total	**$7,335,555.12**

EMPLOYEE ID DATE PER PAID END	EMPLOYEE NAME WARRANT/ST	GROSS FED TXB ST TXB	NTX-GR FED IMP ST IMP	O-TIME CAR EIC	OASDI-GR MEDI-GR OASDI-ER	OASDI MEDI MEDI-ER	SDI-GR SDI SB	FIT SIT CLC	STRS STRS-TS STRS-ER	PERS PERS-TS PERS-ER	DED TSA GLI-8999	T O NET T

District Totals 29 MOUNTAIN VIEW WHISMAN SD

GROSS	OVER-TIME	OASDI-GROSS	MEDI-GROSS	SDI-GROSS	FIT	STRS	PERS
5876662.89	8593.00	1636262.47	5722359.79	1330674.79	621195.51	403897.08	122127.93

TAX-GROSS-FD	IMP-GROSS-FD	OASDI	MEDI	SDI	SIT	STRS-TS	PERS-TS
5004696.19	0.00	101448.26	86464.16	11976.13	244457.75	403897.08	122127.93

NTX-GROSS	TSA	DED	CAR	SURV-BEN	EIC	GLI (8999)	NET
155964.00	189977.69	535723.93	0.00	0.00	0.00	400.84	3559394.45

TAX-GROSS-ST	IMP-GROSS-ST	OASDI-EMPR	MEDI-EMPR	STRS-EMPR	PERS-EMPR
5004696.19	0.00	0.00	0.00	0.00	0.00

TAX-PAID-CLC	MEDI+ GROSS	MEDI+
0.00	0.00	0.00

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 MOUNTAIN VIEW WHISMAN SCHOOL DISTRICT

Payroll Name: (●) **Tenth of Month** ( ) **End of Month** ( ) **Manual**

Payroll Issue Date: December 8, 2023

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 $ 4,082.75 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: _____

Name: Nadia Ruelas Pongo

Title: Director of Fiscal Services

Date: 12/4/2023

Revised 09/01/2018

PAYNAME: TENTH PAY DATE: 12/08/2023 END DATE: 11/30/2023
Lock Enabled on Payname. By: A708 Date: 12/04 Time: 15:40

PAYROLL DATA YEAR: 2024
PAY NAME: TENTH

RUN TYPE: PRE-LIST

DATE PAID: 12/08/2023

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
TENREG	MO	REG	PAY	11/30/2023	05	NO	12	12	NO	01 02 11 12 05
TENSUP	MO	SUP	PAY	11/30/2023	05	NO	12	12	NO	01 02 11 12 05 98 99
T11R07	AN	REG	PAY	11/30/2023	05	NO	11	11	NO	01 02 11 12
T10B06	MO	REG	PAY	11/30/2023	05	NO	10	10	NO	01 02 11 12 98 99
T10R06	MO	REG	PAY	11/30/2023	05	NO	10	10	NO	01 02 11 12
T10SUP	MO	SUP	PAY	11/30/2023	05	NO	10	10	NO	01 02 11 12 98 99
T11B07	MO	REG	PAY	11/30/2023	05	NO	11	11	NO	01 02 11 12 98 99
T10B07	MO	REG	PAY	11/30/2023	05	NO	10	10	NO	01 02 11 12 98 99

PAYNAME: TENTH DISTRICT TOTALS PAY DATE: 12/08/2023 END DATE: 11/30/2023
Lock Enabled on Payname. By: A708 Date: 12/04 Time: 15:40

PAYROLL PRELIST AUDIT TOTALS FOR DISTRICT

EMPLOYEE COUNTS

RECEIVING WARRANTS	0	GETTING PAID FIRST TIME	0		
APD TO CU	0	TERMINATED GETTING PAID	0	RET SYSTEM 1/3 OPTION: P	%0.000
APD TO CHECKING	2	STARTING APD CHECKING NEXT MONTH	0	RET SYSTEM 2/4 OPTION: X	%7.000
APD TO SAVINGS	0	STARTING APD SAVINGS NEXT MONTH	0	FICA OPTION:	
	---	GETTING PAID BALANCE OF CONTRACT	0		
TOTAL GETTING PAID	2				

PAYROLL TOTALS

SALARY GROSS		DAILY GROSS		HOURLY GROSS		HOURLY AND DAILY GROSS		TOTAL GROSS	
NML	0.00	NML	0.00	NML	0.00	NML	0.00	NML	0.00
ADJ	0.00	ADJ	0.00	ADJ	0.00	ADJ	0.00	ADJ	0.00
ADJ NML	0.00*	ADJ NML	0.00*	ADJ NML	0.00*	ADJ NML	0.00*	ADJ NML	0.00*
ARR	4,082.75	ARR	0.00	ARR	0.00	ARR	0.00	ARR	4,082.75
TOTAL OT	0.00*	TOTAL OT	0.00*	TOTAL OT	0.00*	TOTAL OT	0.00*	TOTAL OT	0.00*
NON-NML	4,082.75*	NON-NML	0.00*	NON-NML	0.00*	NON-NML	0.00*	NON-NML	4,082.75*
TOTAL	4,082.75**	TOTAL	0.00**	TOTAL	0.00**	TOTAL	0.00**	TOTAL	4,082.75**

TOTAL NUMBER HOURS WORKED: 0.00 TOTAL NUMBER DAYS WORKED: 0.00

GROSS	FED IMP GROSS	NTX GROSS	TSA	RET-TS	FED TAX GROSS	FIT	AFIT
4,082.75	0.00	0.00	0.00	190.72-	4,273.47	199.15	0.00
SIT	ASIT	OASDI GROSS	OASDI	MEDI GROSS	MEDICARE	DEF-MEDI GROSS	DEF-MEDI
65.97	0.00	4,082.75	253.13	4,082.75	59.20	0.00	0.00
SURV-BEN	SDI	EIC	STRS SUBJ	STRS	PERS SUBJ	PERS	DED
0.00	36.74	0.00	0.00	0.00	2,724.60-	190.72-	4,846.43-
NET	ADJ (+)	ADJ (-)	OASDI EMPR	MEDI EMPR	STRS EMPR	PERS EMPR	
8,505.71	0.00	0.00	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	4,273.47	0.00	0.00	0.00	190.72-	0.00	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
0.00	0.00	0.00	2,724.60-	0.00	0.00	0.00	0.00

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 MOUNTAIN VIEW WHISMAN SCHOOL DISTRICT

Payroll Name: ○ **Tenth of Month** ◉ **End of Month** ○ **Manual**

Payroll Issue Date: **December 21, 2023**

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 $ **5,873,941.61** 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: _____

Name: Nadia Ruelas Pongo

Title: Director of Fiscal Services

Date: 12/14/2023

Revised 09/01/2018

PAYNAME: EOM PAY DATE: 12/21/2023 END DATE: 12/31/2023
Lock Enabled on Payname. By: A708 Date: 12/14 Time: 13:49

PAYROLL DATA YEAR: 2024
PAY NAME: EOM

RUN TYPE: PRE-LIST

DATE PAID: 12/21/2023

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	12/31/2023	06	NO	12	12	NO	01 02 11 12 05
EOMSUP	MO	SUP	PAY	12/31/2023	06	NO	12	12	NO	01 02 11 12 99 98
E10B06	MO	REG	PAY	12/31/2023	06	NO	10	10	NO	01 02 11 12
E10B07	MO	REG	PAY	12/31/2023	06	NO	10	10	NO	01 02 11 12
E11B06	MO	REG	PAY	12/31/2023	06	NO	11	11	NO	01 02 11 12
E11B07	MO	REG	PAY	12/31/2023	06	NO	11	11	NO	01 02 11 12
E11B08	MO	REG	PAY	12/31/2023	06	NO	11	11	NO	01 02 11 12
E10R06	MO	REG	PAY	12/31/2023	06	NO	10	10	NO	01 02 11 12
E10R07	MO	REG	PAY	12/31/2023	06	NO	10	10	NO	01 02 11 12
E11R06	MO	REG	PAY	12/31/2023	06	NO	11	11	NO	01 02 11
E11R07	MO	REG	PAY	12/31/2023	06	NO	11	11	NO	01 02 11 12
E11R08	MO	REG	PAY	12/31/2023	06	NO	11	11	NO	01 02 11 12
E10NB7	MO	REG	PAY	12/31/2023	06	NO	10	10	NO	01 02 11 12
E11NB7	MO	REG	PAY	12/31/2023	06	NO	11	11	NO	01 02 11 12 05
E09R06	MO	REG	PAY	12/31/2023	06	NO	09	09	NO	01 02 11 12
E09B06	MO	REG	PAY	12/31/2023	06	NO	09	09	NO	01 02 11 12
E10NB6	MO	REG	PAY	12/31/2023	06	NO	10	10	NO	01 02 11 12
EOYREG	MO	REG	PAY	12/31/2023	06	NO	12	12	NO	01 02 11 12
EOYSUP	MO	SUP	PAY	12/31/2023	06	NO	12	12	NO	01 02 11 12 99 98

PAYNAME: EOM DISTRICT TOTALS PAY DATE: 12/21/2023 END DATE: 12/31/2023
Lock Enabled on Payname. By: A708 Date: 12/14 Time: 13:49

PAYROLL PRELIST AUDIT TOTALS FOR DISTRICT

EMPLOYEE COUNTS

RECEIVING WARRANTS	76	GETTING PAID FIRST TIME	7		
APD TO CU	0	TERMINATED GETTING PAID	0	RET SYSTEM 1/3 OPTION: P	%0.000
APD TO CHECKING	645	STARTING APD CHECKING NEXT MONTH	9	RET SYSTEM 2/4 OPTION: X	%7.000
APD TO SAVINGS	11	STARTING APD SAVINGS NEXT MONTH	1	FICA OPTION:	
	---	GETTING PAID BALANCE OF CONTRACT	0		
TOTAL GETTING PAID	732				

PAYROLL TOTALS

SALARY GROSS		DAILY GROSS		HOURLY GROSS		HOURLY AND DAILY GROSS		TOTAL GROSS	
NML	5,639,473.96	NML	0.00	NML	1,623.70	NML	1,623.70	NML	5,641,097.66
ADJ	-129,497.41	ADJ	0.00	ADJ	0.00	ADJ	0.00	ADJ	-129,497.41
ADJ NML	5,509,976.55*	ADJ NML	0.00*	ADJ NML	1,623.70*	ADJ NML	1,623.70*	ADJ NML	5,511,600.25*
HR	0.00	HR	0.00	HR	64,447.40	HR	64,447.40	HR	64,447.40
MISC	46,091.31	MISC	0.00	MISC	0.00	MISC	0.00	MISC	46,091.31
ARR	-8,526.05	ARR	6,800.00	ARR	14,162.01	ARR	20,962.01	ARR	12,435.96
DEGN	69,214.90	DEGN	0.00	DEGN	0.00	DEGN	0.00	DEGN	69,214.90
TIC	5,750.00	TIC	0.00	TIC	0.00	TIC	0.00	TIC	5,750.00
LOGN	14,146.05	LOGN	0.00	LOGN	0.00	LOGN	0.00	LOGN	14,146.05
NIT	3,141.73	NIT	0.00	NIT	0.00	NIT	0.00	NIT	3,141.73
CELL	3,950.00	CELL	0.00	CELL	0.00	CELL	0.00	CELL	3,950.00
INTR	1,200.00	INTR	0.00	INTR	0.00	INTR	0.00	INTR	1,200.00
CREN	8,477.65	CREN	0.00	CREN	0.00	CREN	0.00	CREN	8,477.65
SUB	1,917.00	SUB	46,790.00	SUB	9,345.00	SUB	56,135.00	SUB	58,052.00
EDIN	4,192.67	EDIN	0.00	EDIN	0.00	EDIN	0.00	EDIN	4,192.67
DBS	6,666.67	DBS	0.00	DBS	0.00	DBS	0.00	DBS	6,666.67
TRV	1,325.00	TRV	0.00	TRV	0.00	TRV	0.00	TRV	1,325.00
BNUS	8,333.34	BNUS	0.00	BNUS	0.00	BNUS	0.00	BNUS	8,333.34
SPC	8,033.34	SPC	0.00	SPC	0.00	SPC	0.00	SPC	8,033.34
CCH	8,700.00	CCH	0.00	CCH	0.00	CCH	0.00	CCH	8,700.00
VAC	8,719.11	VAC	0.00	VAC	0.00	VAC	0.00	VAC	8,719.11
NTX	17,271.23	NTX	0.00	NTX	0.00	NTX	0.00	NTX	17,271.23
DLY	0.00	DLY	3,600.00	DLY	0.00	DLY	3,600.00	DLY	3,600.00

PAYNAME: EOM DISTRICT TOTALS PAY DATE: 12/21/2023 END DATE: 12/31/2023
Lock Enabled on Payname. By: A708 Date: 12/14 Time: 13:49

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	8,593.00	OT	8,593.00	OT	8,593.00
TOTAL OT	0.00*	TOTAL OT	0.00*	TOTAL OT	8,593.00*	TOTAL OT	8,593.00*	TOTAL OT	8,593.00*
NON-NML	208,603.95*	NON-NML	57,190.00*	NON-NML	96,547.41*	NON-NML	153,737.41*	NON-NML	362,341.36*
TOTAL	5,718,580.50**	TOTAL	57,190.00**	TOTAL	98,171.11**	TOTAL	155,361.11**	TOTAL	5,873,941.61**

TOTAL NUMBER HOURS WORKED: 2953.50 TOTAL NUMBER DAYS WORKED: 254.00

GROSS	FED IMP GROSS	NTX GROSS	TSA	RET-TS	FED TAX GROSS	FIT	AFIT
5,873,941.61	0.00	155,964.00	189,977.69	526,354.67	5,001,645.25	595,314.33	25,821.99

SIT	ASIT	OASDI GROSS	OASDI	MEDI GROSS	MEDICARE	DEF-MEDI GROSS	DEF-MEDI
241,406.15	3,062.00	1,632,179.72	101,195.13	5,719,638.51	86,424.71	0.00	0.00

SURV-BEN	SDI	EIC	STRS SUBJ	STRS	PERS SUBJ	PERS	DED
0.00	11,939.39	0.00	3,951,866.85	404,036.02	1,605,964.09	122,318.65	547,076.07

NET	ADJ (+)	ADJ (-)	OASDI EMPR	MEDI EMPR	STRS EMPR	PERS EMPR
3,545,369.48	7,332.48	141,327.02	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	5,001,645.25	208,681.91	195,354.11	0.00	43,109.08	79,209.57	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
2,037,567.60	1,914,299.25	0.00	615,843.63	990,120.46	0.00	7,529.34	602.34

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 MOUNTAIN VIEW WHISMAN SCHOOL DISTRICT

Payroll Name: ○ **Tenth of Month** ○ **End of Month** ◉ **Manual**

Payroll Issue Date: December 28, 2023

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 $ 9,743.73 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: _____

Name: Nadia Ruelas Pongo

Title: Director of Fiscal Services

Date: 12/21/2023

Revised 09/01/2018

PAYNAME: MID PAY DATE: 12/28/2023 END DATE: 12/31/2023
Lock Enabled on Payname. By: A073 Date: 12/21 Time: 11:31

PAYROLL DATA YEAR: 2024
PAY NAME: MID

RUN TYPE: PRE-LIST

DATE PAID: 12/28/2023

CHECK SORT: REGULAR

CANCEL APD: YES
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
M10B06	MO	REG	PAY	12/31/2023	06	NO	10	10	NO	01 02 11 12
M10B07	MO	REG	PAY	12/31/2023	06	NO	10	10	NO	01 02 11 12
M10BSP	MO	SUP	PAY	12/31/2023	06	NO	10	10	NO	01 02 11 12 99 98
M10R07	MO	REG	PAY	12/31/2023	06	NO	10	10	NO	01 02 11 12
M10RSP	MO	SUP	PAY	12/31/2023	06	NO	10	10	NO	01 02 11 12 99 98
M11B07	MO	REG	PAY	12/31/2023	06	NO	11	11	NO	01 02 11
M11B08	MO	REG	PAY	12/31/2023	06	NO	11	11	NO	01 02 11 12
M11RSP	MO	SUP	PAY	12/31/2023	06	NO	11	11	NO	01 02 11 12 99 98
MIDREG	MO	REG	PAY	12/31/2023	06	NO	12	12	NO	01 02 11 12
MIDSUP	MO	SUP	PAY	12/31/2023	06	NO	12	12	YES	01 02 11 12 99 98 05
M11R07	MO	REG	PAY	12/31/2023	06	NO	11	11	NO	01 02 11 12

PAYNAME: MID DISTRICT TOTALS PAY DATE: 12/28/2023 END DATE: 12/31/2023
Lock Enabled on Payname. By: A073 Date: 12/21 Time: 11:31

PAYROLL PRELIST AUDIT TOTALS FOR DISTRICT

EMPLOYEE COUNTS

RECEIVING WARRANTS	1	GETTING PAID FIRST TIME	0		
APD TO CU	0	TERMINATED GETTING PAID	0	RET SYSTEM 1/3 OPTION: P	%0.000
APD TO CHECKING	0	STARTING APD CHECKING NEXT MONTH	0	RET SYSTEM 2/4 OPTION: X	%7.000
APD TO SAVINGS	0	STARTING APD SAVINGS NEXT MONTH	0	FICA OPTION:	
	---	GETTING PAID BALANCE OF CONTRACT	0		
TOTAL GETTING PAID	1				

PAYROLL TOTALS

	SALARY GROSS		DAILY GROSS		HOURLY GROSS		HOURLY AND DAILY GROSS		TOTAL GROSS
NML	10,355.20	NML	0.00	NML	0.00	NML	0.00	NML	10,355.20
ADJ	-1,368.15	ADJ	0.00	ADJ	0.00	ADJ	0.00	ADJ	-1,368.15
ADJ NML	8,987.05*	ADJ NML	0.00*	ADJ NML	0.00*	ADJ NML	0.00*	ADJ NML	8,987.05*
DEGN	256.68	DEGN	0.00	DEGN	0.00	DEGN	0.00	DEGN	256.68
MISC	500.00	MISC	0.00	MISC	0.00	MISC	0.00	MISC	500.00
TOTAL OT	0.00*	TOTAL OT	0.00*	TOTAL OT	0.00*	TOTAL OT	0.00*	TOTAL OT	0.00*
NON-NML	756.68*	NON-NML	0.00*	NON-NML	0.00*	NON-NML	0.00*	NON-NML	756.68*
TOTAL	9,743.73**	TOTAL	0.00**	TOTAL	0.00**	TOTAL	0.00**	TOTAL	9,743.73**

TOTAL NUMBER HOURS WORKED: 0.00 TOTAL NUMBER DAYS WORKED: 0.00

GROSS	FED IMP GROSS	NTX GROSS	TSA	RET-TS	FED TAX GROSS	FIT	AFIT
9,743.73	0.00	72.42	0.00	943.32	8,727.99	1,275.20	0.00

SIT	ASIT	OASDI GROSS	OASDI	MEDI GROSS	MEDICARE	DEF-MEDI GROSS	DEF-MEDI
538.10	0.00	0.00	0.00	9,671.31	140.23	0.00	0.00

SURV-BEN	SDI	EIC	STRS SUBJ	STRS	PERS SUBJ	PERS	DED
0.00	0.00	0.00	9,243.73	943.32	0.00	0.00	5,492.34-

NET	ADJ (+)	ADJ (-)	OASDI EMPR	MEDI EMPR	STRS EMPR	PERS EMPR
12,339.22	0.00	1,368.15	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	8,727.99	0.00	943.32	0.00	0.00	0.00	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
0.00	9,243.73	0.00	0.00	0.00	0.00	0.00	0.00

Santa Clara County Office of Education

District Business & Advisory Services

District Warrant Cancellation Request

****PLEASE TYPE AND RETURN VIA EMAIL TO DBAS' SERVICE TEAM SPECIALIST****

Date:	~~12/19/2023~~ 12/20/2023	**District Name:**	#29 Mountain View Whisman SD
Warrant #:	29425059	**Payee Name:**	Monica Sanchez (Monica R Sanchez)
Issue Date:	12/21/2023		
Warrant Amount:	$ 6,187.71	**Payee Address:**	[redacted]
Cnty-Paid Vol Ded # Amount *(Payroll Only)*	#### Select Vol Ded		
		City / State / Zip:	[redacted]
Reason for Cancellation:		EE Resigned - Need to recalculate for final payroll	

Type of Cancellation Requested			
Select Only One			
○ **Accounts Payable**			
◉ **Payroll Cancel:** ○ **QCC Only** ○ **Bank Only** ◉ **Both**			
Account String Required Fnd-Resr-Y-Obj-SO-Goal-Func-CstCr-Ste-Mngr	010-0000-0-1110-00-1110-1000-000000-014-0401		
○ **Payroll Reissue (Lost/Destroyed)**			
○ **Deceased Employee Warrant**		**Date of Death:**	
Account String Required Fnd-Resr-Y-Obj-SO-Goal-Func-CstCr-Ste-Mngr			

District Authorization			
Requested By:	Kimberly Martinez	**Date:**	12/19/2023
Title:	Payroll/Benefits Technician	**Contact Number:**	650-526-3556
Approved By:	Nadia Ruelas Pongo	**Date:**	12/19/2023
Title:	Director of Fiscal Services	**Contact Number:**	650-526-3574

For DBAS Use Only			
Approved By:		**Vendor #:**	
Date:		**AP Batch #:**	
Cash Transfer #: *(Payroll Only)*		**Pay Voucher #:**	
		AP Warrant #:	

Revised on: 09-01-18

Check Inquiry

Account : [redacted]
Inquiry Type : Single
Status : All
Posted From :09/21/2023
Posted To :12/20/2023
Check/Serial Number :29425059
Amount :6,187.71
Sequence Number :
Issue Date :

#	Check/ Serial#	Amount(USD)	Issue Date	Sequence Number	Additional Info	Effective Date	Status	Request Image	Select All
1.	29425059	6,187.71	12/21/2023		MONICA R SANCHEZ		Outstanding		

SANCHEZ, MONICA R 29/003106 *-**-6604** **Warrant: 29425059 12/21/2023** InspectMod

Payroll History | Inspect (PHUPDT) | Inspect Detail (PHINSP) | Warrant Distribution | CTD Totals

Reverse Amounts

Date pd	12/21/2023	Per. end	12/31/2023	Eff-Y	23	Qt	04	PLoc	0014	APD	00
Warrant	29425059	Pay code	01	Ret-sys	11	SC	05	CC	00	Status	M

Tax calc type: R
Tax ANN. Factor: 10

	Exempt	72.42	+	Regular	11,032.78	+	Federal	0.00	+	Ceta	0.00		
=	Gross	11,105.20	-	NTX	72.42	-	TSA	0.00	+	Fed/IG	0.00		
-	STRS-TS	1,082.26	-	PERS-TS	0.00	-	RET-3	0.00	=	Fed Tax Gross	9,950.52		
						+	State/IG	0.00	=	State Tax Gross	9,950.52		
OASDI Gross	0.00	MEDI Gross	11,032.78	MEDI+ Gross	0.00	SDI Gross	0.00	STRS Gross	0.00	PERS Gross	0.00		

Note: MEDI+ values are a subset of Medicare values.

-	Federal Tax	1,415.16	+	Advance EIC	0.00	-	OASDI	0.00	-	Survive Ben	0.00		
-	State Tax	592.20	-	County Tax	0.00	-	City Tax	0.00	-	Local Tax	0.00		
-	STRS	1,082.26	-	PERS	0.00	-	RET-3	0.00	-	Misc Deducts	1,667.89		
-	Medicare	159.98		MEDI+	0.00	-	SDI	0.00	=	Net Pay	6,187.71	Calc Net Pay	6,187.71

CAR allowance	0.00	Emplr pd STRS	0.00
Deferred Comp	0.00	Emplr pd PERS	0.00
USER1	0.00	Emplr RET-3	0.00
USER2	0.00	Emplr pd MEDI	0.00
USER3	0.00	Emplr pd FICA	0.00
USER4	0.00	RFU-1	0.00
USER5	0.00	RFU-2	0.00
		RFU-3	0.00

Voluntary Deductions

Code	Description	Employee Amount	Employer Amount	Subjectivity
[redacted]				

Warnings and Errors

Payroll Warrant Cancel (WARPYC) (Warrant #29425059) 92 - SCCOE QSS/OASIS

File Options

This warrant has already been canceled

Inspect

Warrant number: 29425059 FY: 2024 Date: 12/21/2023 Amount: $6,187.71

Show SSN ***-**-6604 Name: SANCHEZ MONICA R

District: 29-MOUNTAIN VIEW WHISMAN SD

Address:

Mode
- Immediate Mode
- Schedule Mode
- Negative Mode

Status: Canceled Action date: 12/27/2023

Desc: EMPLOYEE RESIGNED

Fnd Resc Y Objt SO Goal Func CstCtr St...	Amount	Liab flag	Date Paid	Actual Date Paid	Date Used
010-1100-0-1130-00-1110-1000-000000-01...	$500.00	N	12/21/2023	12/21/2023	12/19/2023
010-0000-0-1110-00-1110-1000-000000-01...	$250.00	N	12/21/2023	12/21/2023	12/19/2023
010-0000-0-1110-00-1110-1000-000000-01...	$10,355.20	N	12/21/2023	12/21/2023	12/19/2023

Yr: 2024 Dist: 92 Site: 00 GS: W 12/27/2023 11:05:13 AM

Mountain View Whisman School District

Agenda Item for Board Meeting of 1/25/2024

Agenda Category: CONSENT AGENDA

Agenda Item Title: 2022-2023 Audit for Measure G and Measure T

Estimated Time:

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

Background:
As part of a Proposition 39 general obligation bond requirements, a school district is required to review at a public meeting the annual financial and performance audit of the school district's records for the prior fiscal year. The audit examines the District's compliance with state and federal standards and procedures in order for the District to implement sound fiscal management practices for the most effective and efficient use of the general obligation funds.

The District's Measure G and T Bond Program Financial and Performance Audit Report for the Fiscal Year 2022-2023 ended June 30, 2023. A representative from the audit firm Christy White & Associates will be available to answer questions, if needed.

Fiscal Implication:
None.

Recommended Action:
No action required.

ATTACHMENTS:

Description	Type	Upload Date
2022-2023 Measure T Bond Building Fund Audit Report	Backup Material	1/18/2024
2022-2023 Measure G Bond Building Fund Audit Report	Backup Material	1/18/2024
Measure G Audit Letter from Christy White Inc.	Backup Material	1/18/2024
Measure T Audit Letter from Christy White Inc.	Backup Material	1/18/2024

CHRISTY WHITE
Certified Public Accountants serving K-12 School Districts and Charter Schools throughout California

January 8, 2024

Board of Trustees
Mountain View Whisman School District
Mountain View, California

We have audited the financial statements of the Measure G Bond Building Fund of the Mountain View Whisman School District (the "District") for the year ended June 30, 2023. Professional standards require that we provide you with information about our responsibilities under generally accepted auditing standards (and, if applicable, *Government Auditing Standards* and the Uniform Guidance), as well as certain information related to the planned scope and timing of our audit. We have communicated such information in our letter to you dated November 2, 2023. Professional standards also require that we communicate to you the following information related to our audit.

Significant Audit Matters

Qualitative Aspects of Accounting Practices
Management is responsible for the selection and use of appropriate accounting policies. The significant accounting policies used by the District are described in Note 1 to the financial statements. No new accounting policies were adopted, and the application of existing policies was not changed during 2023. We noted no transactions entered into by the District during the year for which there is a lack of authoritative guidance or consensus. All significant transactions have been recognized in the financial statements in the proper period.

Difficulties Encountered in Performing the Audit
We encountered no significant difficulties in dealing with management in performing and completing our audit.

Corrected and Uncorrected Misstatements
Professional standards require us to accumulate all known and likely misstatements identified during the audit, other than those that are clearly trivial, and communicate them to the appropriate level of management. Management has corrected all such misstatements. In addition, none of the misstatements detected as a result of audit procedures and corrected by management were material, either individually or in the aggregate, to each opinion unit's financial statements taken as a whole.

Disagreements with Management
For purposes of this letter, a disagreement with management is a financial accounting, reporting, or auditing matter, whether or not resolved to our satisfaction, that could be significant to the financial statements or the auditor's report. We are pleased to report that no such disagreements arose during the course of our audit.

Management Representations
We have requested certain representations from management that are included in the management representation letter dated January 8, 2024.

Management Consultations with Other Independent Accountants
In some cases, management may decide to consult with other accountants about auditing and accounting matters, similar to obtaining a "second opinion" on certain situations. If a consultation involves application of an accounting principle to the District's financial statements or a determination of the type of auditor's opinion that may be expressed on those statements, our professional standards require the consulting accountant to check with us to determine that the consultant has all the relevant facts. To our knowledge, there were no such consultations with other accountants.

348 Olive Street
San Diego, CA
92103
O: 619-270-8222
F: 619-260-9085
christywhite.com

Significant Audit Matters (continued)

Other Audit Findings or Issues

We generally discuss a variety of matters, including the application of accounting principles and auditing standards, with management each year prior to retention as the District's auditors. However, these discussions occurred in the normal course of our professional relationship and our responses were not a condition to our retention.

Restriction on Use

This information is intended solely for the information and use of Board of Education and management of the District and is not intended to be, and should not be, used by anyone other than these specified parties.

Very truly yours,

Christy White, Inc.

Christy White, Inc.
San Diego, California

CHRISTY WHITE
Certified Public Accountants serving K-12 School Districts and Charter Schools throughout California

January 8, 2024

Board of Trustees
Mountain View Whisman School District
Mountain View, California

We have audited the financial statements of the Measure T Bond Building Fund of the Mountain View Whisman School District (the "District") for the year ended June 30, 2023. Professional standards require that we provide you with information about our responsibilities under generally accepted auditing standards (and, if applicable, *Government Auditing Standards* and the Uniform Guidance), as well as certain information related to the planned scope and timing of our audit. We have communicated such information in our letter to you dated November 2, 2023. Professional standards also require that we communicate to you the following information related to our audit.

Significant Audit Matters

Qualitative Aspects of Accounting Practices
Management is responsible for the selection and use of appropriate accounting policies. The significant accounting policies used by the District are described in Note 1 to the financial statements. No new accounting policies were adopted, and the application of existing policies was not changed during 2023. We noted no transactions entered into by the District during the year for which there is a lack of authoritative guidance or consensus. All significant transactions have been recognized in the financial statements in the proper period.

Difficulties Encountered in Performing the Audit
We encountered no significant difficulties in dealing with management in performing and completing our audit.

Corrected and Uncorrected Misstatements
Professional standards require us to accumulate all known and likely misstatements identified during the audit, other than those that are clearly trivial, and communicate them to the appropriate level of management. Management has corrected all such misstatements. In addition, none of the misstatements detected as a result of audit procedures and corrected by management were material, either individually or in the aggregate, to each opinion unit's financial statements taken as a whole.

Disagreements with Management
For purposes of this letter, a disagreement with management is a financial accounting, reporting, or auditing matter, whether or not resolved to our satisfaction, that could be significant to the financial statements or the auditor's report. We are pleased to report that no such disagreements arose during the course of our audit.

Management Representations
We have requested certain representations from management that are included in the management representation letter dated January 8, 2024.

Management Consultations with Other Independent Accountants
In some cases, management may decide to consult with other accountants about auditing and accounting matters, similar to obtaining a "second opinion" on certain situations. If a consultation involves application of an accounting principle to the District's financial statements or a determination of the type of auditor's opinion that may be expressed on those statements, our professional standards require the consulting accountant to check with us to determine that the consultant has all the relevant facts. To our knowledge, there were no such consultations with other accountants.

348 Olive Street
San Diego, CA
92103
O: 619-270-8222
F: 619-260-9085
christywhite.com

Significant Audit Matters (continued)

Other Audit Findings or Issues

We generally discuss a variety of matters, including the application of accounting principles and auditing standards, with management each year prior to retention as the District's auditors. However, these discussions occurred in the normal course of our professional relationship and our responses were not a condition to our retention.

Restriction on Use

This information is intended solely for the information and use of Board of Education and management of the District and is not intended to be, and should not be, used by anyone other than these specified parties.

Very truly yours,

Christy White, Inc.

Christy White, Inc.
San Diego, California

Mountain View Whisman School District

Agenda Item for Board Meeting of 1/25/2024

Agenda Category: REVIEW AND ACTION

Agenda Item Title: Resolution 01-012524 in Support of Black History Month (10 minutes)

Estimated Time:

Person Responsible: Megan Pohlman, Director of Equity

Background:
February 1, 2024 marks the beginning of Black History Month. MVWSD recognizes the importance of honoring the achievements of our African American community members and reflecting thoughtfully on the history of pain and oppression they endured and that continues. We honor them this month ad infinitum.

Fiscal Implication:
None at this time.

Recommended Action:
Pass the resolution, as presented.

ATTACHMENTS:

Description	Type	Upload Date
Resolution 01-012524 in Support of Black History Month	Backup Material	1/17/2024

MOUNTAIN VIEW WHISMAN SCHOOL DISTRICT

RESOLUTION NO. 01-012524
A RESOLUTION IN SUPPORT OF RECOGNIZING BLACK HISTORY MONTH

WHEREAS, members of the Mountain View Whisman School District Board of Education are honored to join communities across the country and recognize February 1, 2024, as the start of Black History Month; and

WHEREAS, Black History Month has been celebrated in the United States since 1926 when Carter G. Woodson established Negro History Week; and

WHEREAS, Africans were first brought involuntarily to the shores of the United States as early as the 17th century; and

WHEREAS, African Americans suffered enslavement and subsequently faced the injustices of lynch mobs, segregation, and denial of the basic and fundamental rights of citizenship; and

WHEREAS, in 2024, the vestiges of those injustices and inequalities remain evident in the society of the United States; and

WHEREAS, in the face of injustices, allies of all races in the United States have distinguished themselves with a commitment to the noble ideals on which our community was founded and have fought courageously for the rights and freedoms of African Americans and others; and

WHEREAS, the contributions of African Americans from all walks of life throughout the history of the United States reflect the greatness of this place;

WHEREAS, many African Americans lived, toiled, and died in obscurity, never achieving the recognition those individuals deserved, and yet paved the way for future generations to succeed; and

WHEREAS, on November 4, 2008, the people of the United States elected Barack Obama, an African-American man, as President of the United States; and

WHEREAS, on July 1, 2015, Dr. Ayindé Rudolph began serving as Mountain View Whisman's first Black Superintendent; and

WHEREAS, the contributions and achievements of Black citizens are an important part of the core curriculum throughout the year. Black History Month provides an opportunity to highlight the unique contributions of the African American community that have too often been overlooked;

THEREFORE, BE IT RESOLVED, that the Mountain View Whisman School District Board of Trustees pause to to acknowledge the courageous fight for civil rights, liberties, and freedoms for African Americans as a part of the observance of Black History Month and encourage educators, students, and families to learn about the heritage and achievements of African Americans through programming and activities that reflect the theme of allyship for the year; and

THEREFORE, BE IT FURTHER RESOLVED, that the Mountain View Whisman School District Board of Trustees adopts Resolution No.01-012524 to encourage the celebration of Black History Month in the schools of the district with culturally-responsive activities and to acknowledge the significance of Black History Month as an important opportunity for all people in the United States to learn from the past and understand the experiences that have shaped our communities.

PASSED AND ADOPTED by the Governing Board of the Mountain View Whisman School District on this 25 day of January 2024 by the following vote:

AYES:

NOES:

ABSENT:

ABSTAIN:

I hereby certify that the above is a true copy of a resolution adopted by the Mountain View Whisman School District Board of Trustees at a regular meeting as stated above.

_____

Vice President/Clerk
Board of Trustees
Mountain View Whisman School District

Mountain View Whisman School District

Agenda Item for Board Meeting of 1/25/2024

Agenda Category: REVIEW AND DISCUSSION

Agenda Item Title: Artificial Intelligence (AI) Impact on our Schools (45 minutes)

Estimated Time:

Person Responsible: Dr. Ayindé Rudolph, Superintendent

Background:
The Board of Trustees requested to have a presentation on the impact Artificial Intelligence (IA) on our schools.

Fiscal Implication:

Recommended Action:
No action required.

Mountain View Whisman School District

Agenda Item for Board Meeting of 1/25/2024

Agenda Category: REVIEW AND DISCUSSION

Agenda Item Title: i-Ready Diagnostic 2 Assessment Data (45 minutes)

Estimated Time: 45 minutes

Person Responsible:
Swati Dagar
Director - Curriculum, Instruction, and Assessment

Background:
Staff will share results from the i-Ready Diagnostic 2 assessment.

Fiscal Implication:

Recommended Action:

ATTACHMENTS:

Description	Type	Upload Date
i-Ready Diagnostic 2 Assessment Data Summary Report	Backup Material	1/19/2024
i-Ready Diagnostic 2 Assessment Data	Presentation	1/19/2024

i-Ready Diagnostic 2 Assessment Data
Board Summary Report - January 25, 2024

In alignment with MVWSD's Strategic Plan 2027 Goal #1 of providing students with effective and consistent instructional practices that meet the needs of all students, MVWSD uses i-Ready as our Diagnostic assessment tool. i-Ready assessments are administered three times a year - Fall (August), Winter (November), and Spring (May). The i-Ready Diagnostic is an adaptive assessment that adjusts its questions to determine student level of understanding in the domain. Each item a student sees is individualized based on their answer to the previous question. The results of the Diagnostic give teachers current, reliable information that they can use to plan instruction that is "just right" for the students.

i-Ready diagnostics provide domain level and standards progress data that helps teachers and families better understand the strengths and focus areas for their students. This information is particularly important as teacher teams dig deeper into student data and develop instructional action plans as a part of the MTSS - Universal Data Cycles. i-Ready Diagnostic 2 data provides teacher teams with information on student progress since the beginning of the school year. In conjunction with other end of Trimester assessments such as Literably, curriculum based assessments, etc. the i-Ready Diagnostic 2 data is valuable as teachers reflect on Data Cycle action steps and develop revised action plans for student support as a part of the Universal Data Cycle 3. Teachers also used the i-Ready Diagnostic 2 student data reports to discuss with families at Parent -Teacher Conferences in December.

Families have access to detailed student data reports via the Powerschool Parent Portal. The For Families, Common Core State Standards (CCSS) Report, and Growth Report are provided to families that help them understand their child's strengths and areas of need within each of the reading and math domains. The Growth Report that is available after Diagnostic 2 provides information on student growth from Diagnostic 1 to Diagnostic 2. Principals shared their end of Trimester 1 and i-Ready Diagnostic 2 data along with their site specific next steps for Site Plans at the 1:1 Principal Data Meetings with Superintendent Rudolph and the Ed Services District Team in December 2023. End of year Principal Data Meetings are scheduled for June 2024.

Data Summary

Along with i-Ready Diagnostic data, we also reviewed Demographic data to get a better picture of understanding how student groups were impacted at the various school sites.

Reading:

- Reading proficiency data compared from the beginning of the school year (August to now) shows a 9 percentage point increase. When comparing this year's Diagnostic 2 with last year's Diagnostic 2 results, we see similar proficiency levels.

- Overall, Bubb, Imai Landels, Stevenson, Vargas have higher proficiency than the district average of 58%
- In comparison to December 2022 Diagnostic 2,
    - six schools - Castro, Landels, Mistral, Monta Loma, Vargas, and Graham - show increased proficiency levels this year
    - we see improved proficiency levels for Kindergartners, 3rd, 5th, and 6th graders while 7th and 8th graders maintained proficiency
    - more 6th graders were proficient this year on Diagnostic 2
    - all student groups improved proficiency compared to last year December 2022 except Students with Disabilities and White. We see a slight decline for both student groups.
    - more ELs, EOs, and RFEPs are proficient overall but Crittenden has no ELs that are proficient and Graham has 1% EL proficiency. ELs at the middle schools are Long Term English Learner (LTELs) students.
    - we see a decline in proficiency for RFEPs at Castro, Imai, and Vargas and a decline in proficiency for SWD at castro, Mistral, Monta Loma, Theuerkauf, Crittenden, and Graham
- Kindergartners at Vargas improved most from the beginning of the school year - 38 percentage point increase
- Looking at Annual Typical Growth data, more students made progress towards their Typical Growth targets overall, across grade levels, and across schools as compared to last year December 2022. Slight decline for Stevenson -1 percentage point.
- Overall, we have work to do in the domains of Comprehension - Informational Text for upper grades and reading foundations for lower grades.

Math:

- Similar to Reading, math proficiency data compared from the beginning of the school year (August to now) shows a 9 percentage point increase. As compared to last year's Diagnostic 2 results, we see similar proficiency levels but slight decline for Bubb, Castro, Imai, Monta Loma, and Crittenden
- Bubb, Imai, Landels, Steenson, vargas, and Graham have higher proficiency levels than the district average of 52%
- Most Kindergarteners are proficient at Imai and Theuerkauf - 71% and 67% and more 7.0 and 7.1 math pathway students are proficient at Crittenden
- In comparison to December 2022 Diagnostic 2,
    - we see lower proficiency for 6.1, 7.0, 8.0, and 8.1 pathways
    - We see similar proficiency levels overall for ELs, EOs, and White student groups and slight increase for Asian student subgroup
    - There is a slight decline for SWD, SED, RFEPs, and Hispanic/Latino student groups

- Looking at Annual Typical Growth data,
    - similar to Reading, more students made progress towards their Typical Growth targets overall, across student subgroups, and across schools as compared to last year December 2022. Castro and Theuerkauf had a slight decline of -1 percentage point.
    - more students met their Typical Growth target across grade levels except for 4th graders

In conclusion, we know gaps persist for our at-risk subgroups and we have continued work to do for our English Language Learners, Long Term ELs, Socio-Economically Disadvantaged, and Hispanic/Latino subgroups. We see more students made progress towards their Annual Typical Growth targets this year as compared to last year. We have continued work to do with our Newcomer students as they learn a new language and acclimatize to the new country and surroundings. Across schools, we need continued focus on Reading for Informational text and Reading foundations. For math, we need to continue our focus on Number and Operations, Algebra, and building math fluency for automaticity. At our middle schools, we need to focus on supporting students at our grade level .0 and .1 pathways.

Current work

- After completion of the Winter Universal Screening/Task Administration in December, data is being analyzed to identify reading difficulties and compare with the Fall universal Screening data to make adjustments as needed.
- Teacher teams are using the i-Ready Diagnostic 2 assessment data to design actions plans as a part of Universal Data Cycle 3 which started in early January (January 9th - March 15th)
- On-going professional development is being provided to staff, teachers, and site leaders on MTSS - UDC, COST, SST - in addition to having regular site check-ins.
- Mid-year Principal Data Meetings with Superintendent and Ed Services Team were completed in December and guidance was provided to site leaders on next steps. End of year Data Meetings are scheduled for June 2024.
- Elementary ELA Curriculum Adoption process is in progress and the PK/TK/K-5 pilot started January 9th 2024. The PK/TK team is piloting Creative Curriculum and the K-5 team is piloting Amplify CKLA.
- Newcomer teachers at Castro, Vargas, Theuerkauf, and Bubb are providing support to Newcomer students and Monday PD sessions are being offered to teachers for EL support strategies. Our Instructional Coaches led SIOP PD sessions for their site teachers in August and again in January at the PD day.
- After i-Ready Diagnostic 2 assessment, we are working with the middle school site administrators and math Instructional Coach to identify standards that students are struggling with for spiral review and developing a plan for priority standards focus for the remaining part of the school year.

Considerations
With the implementation of MTSS and its processes, we continue to consistently use student data across sites to inform intentional instructional action plans. Sites are refining their practices with using student data to guide instructional action steps using the Universal Data Protocol. We have on-going work with improving academic outcomes by balancing high quality, standards-based instruction and intervention.

The recently released California Dashboard shows improved chronic absenteeism rates but absenteeism is still higher than before the pandemic, which in turn has an impact on student learning and achievement. Additionally, even though we are seeing an upward trend with staffing overall, we are still seeing some staffing issues especially in Special Education.

Next Steps
We will continue to use student data with intentionality and fidelity to drive instructional decisions at the district and site level. The District MTSS team will continue to provide on-going professional development for site leaders and staff on MTSS and its processes, reading interventions, and Science of Reading. Principals are leading Universal Data Cycles development at sites and providing feedback to their teacher team on action planning. District leaders join Principal PLC team meetings to check-in and provide support/feedback on big district-wide initiatives such as MTSS, Behavior Response Standards, Early Literacy Support. Principal PLC Meetings are an opportunity for site principals to collaborate and share ideas on what's working at their sites and get ideas from peers for improved student achievement.

District Ed Services team is working with both elementary and middle school site administrators and instructional coaches for improved student achievement. This work involves instructional support, planning, and training for both reading and math. After getting the i-Ready Diagnostic 2 student data, site leaders are sharing their mid-year data with their school community and site parent leadership groups - SSC/PTA/ELAC.

Mountain View
Whisman
School District

i-Ready Diagnostic 2 Assessment Data

January 25, 2024

Alignment with Strategic Plan 2027

Goal Area #1: Effective and consistent instructional practices that meet the needs of all students

Objective 1.b: Ensure targeted instructional opportunities that maximize learning for all students

i-Ready and Year-at-a Glance

August 2023

Start of School Year

Diagnostic 1

Administer Reading and Math Diagnostic 1

Fall Universal Screener/ Task Administration

September - November

Universal Data Cycle 1 and 2

Use data to plan forward

9 week data cycles

Diagnostic 2

Administer Reading and Math Diagnostic 2 (End of November)

Winter Universal Screener / Task Administration

December - January

Principal Data Meetings Universal Data Cycles continue

Cycle 3-January
Cycle 4– March

Use student data to plan forward

Diagnostic 3

Administer Reading and Math Diagnostic 3 (Mid-May)

EOY Principal Data Meetings

School Demographics

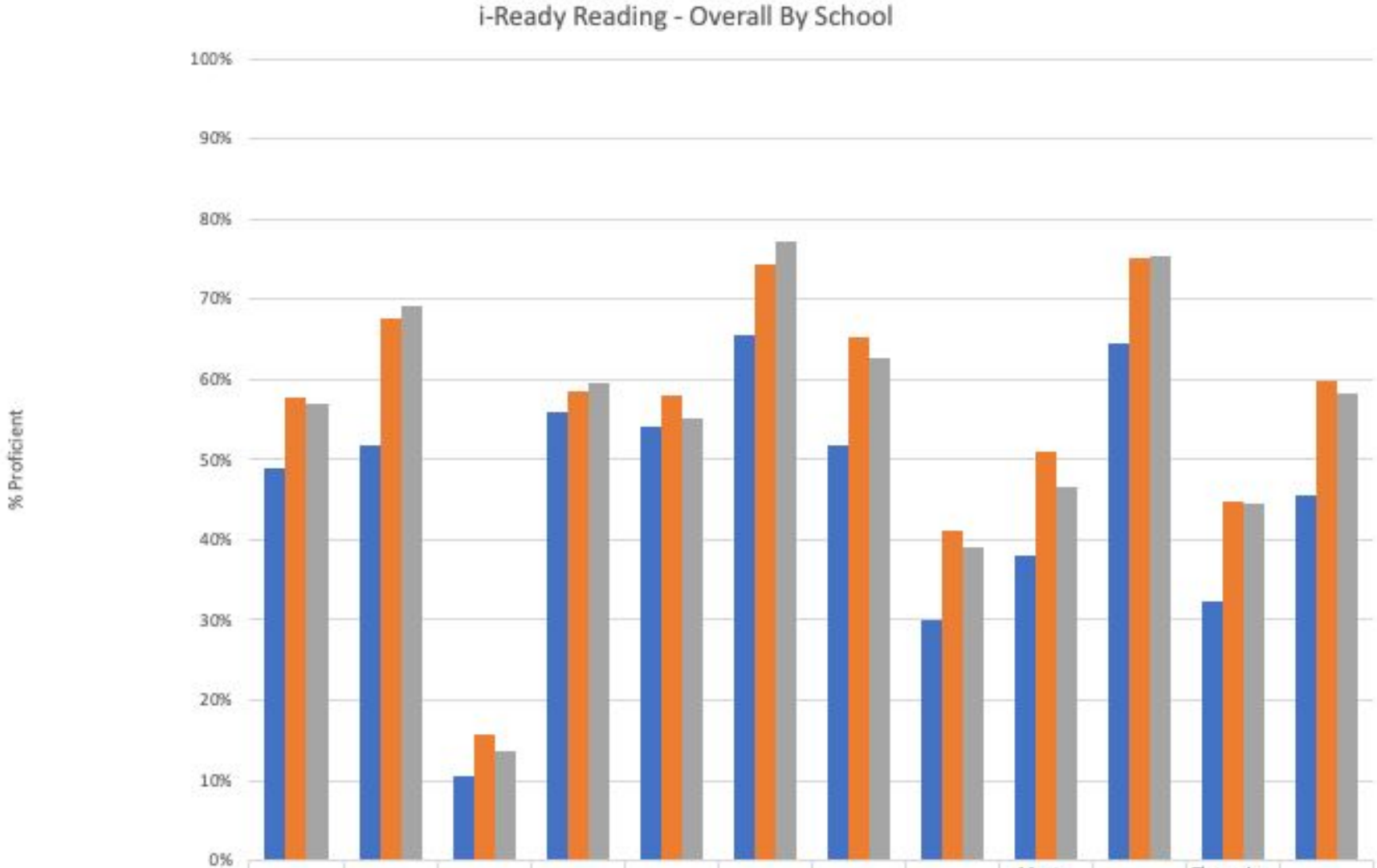
School	ELs	RFEPs	EOs	SED	SWD	Total Enrollment
Bubb	62	22	202	68	57	332
Castro	169	12	37	195	34	238
Crittenden	78	147	298	164	87	588
Graham	143	259	364	281	100	865
Imai	58	41	176	46	29	360
Landels	76	33	204	83	31	366
Mistral	170	24	114	190	42	355
Monta Loma	59	19	130	78	28	232
Stevenson	55	39	260	44	37	449
Theuerkauf	83	24	130	111	25	269
Vargas	96	38	149	98	26	348
Total	**1049**	**658**	**2064**	**1358**	**496**	**4402**

School Demographics

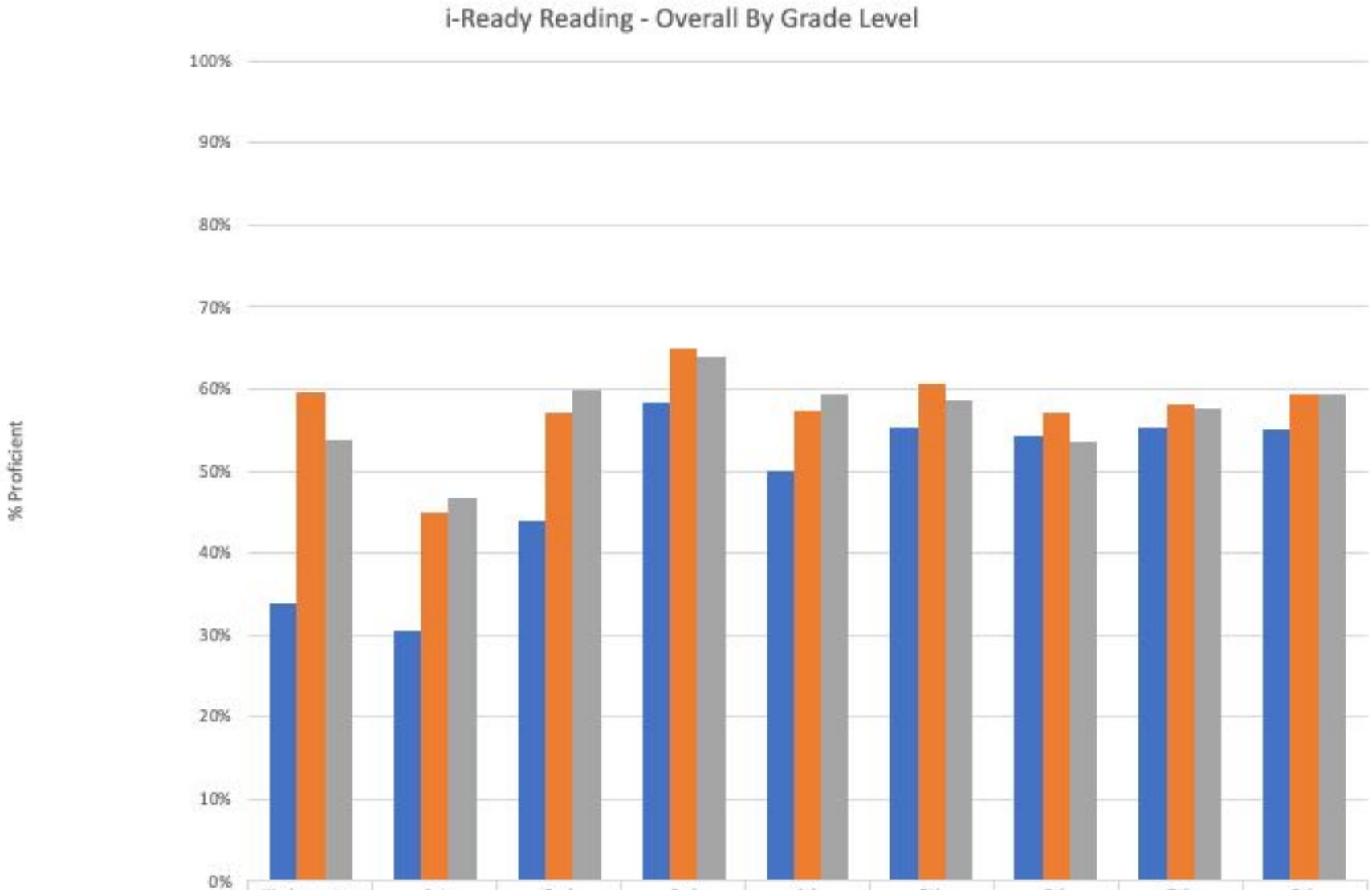
School	Asian	Hispanic/Latino	White	Total Enrollment
Bubb	101	69	93	332
Castro	10	208	12	238
Crittenden	85	235	148	588
Graham	183	351	202	865
Imai	165	51	90	360
Landels	105	117	98	366
Mistral	13	265	45	355
Monta Loma	19	109	54	232
Stevenson	171	58	121	449
Theuerkauf	38	128	59	269
Vargas	94	113	81	348
Total	**984**	**1704**	**1003**	**4402**

Mountain View
Whisman
School District

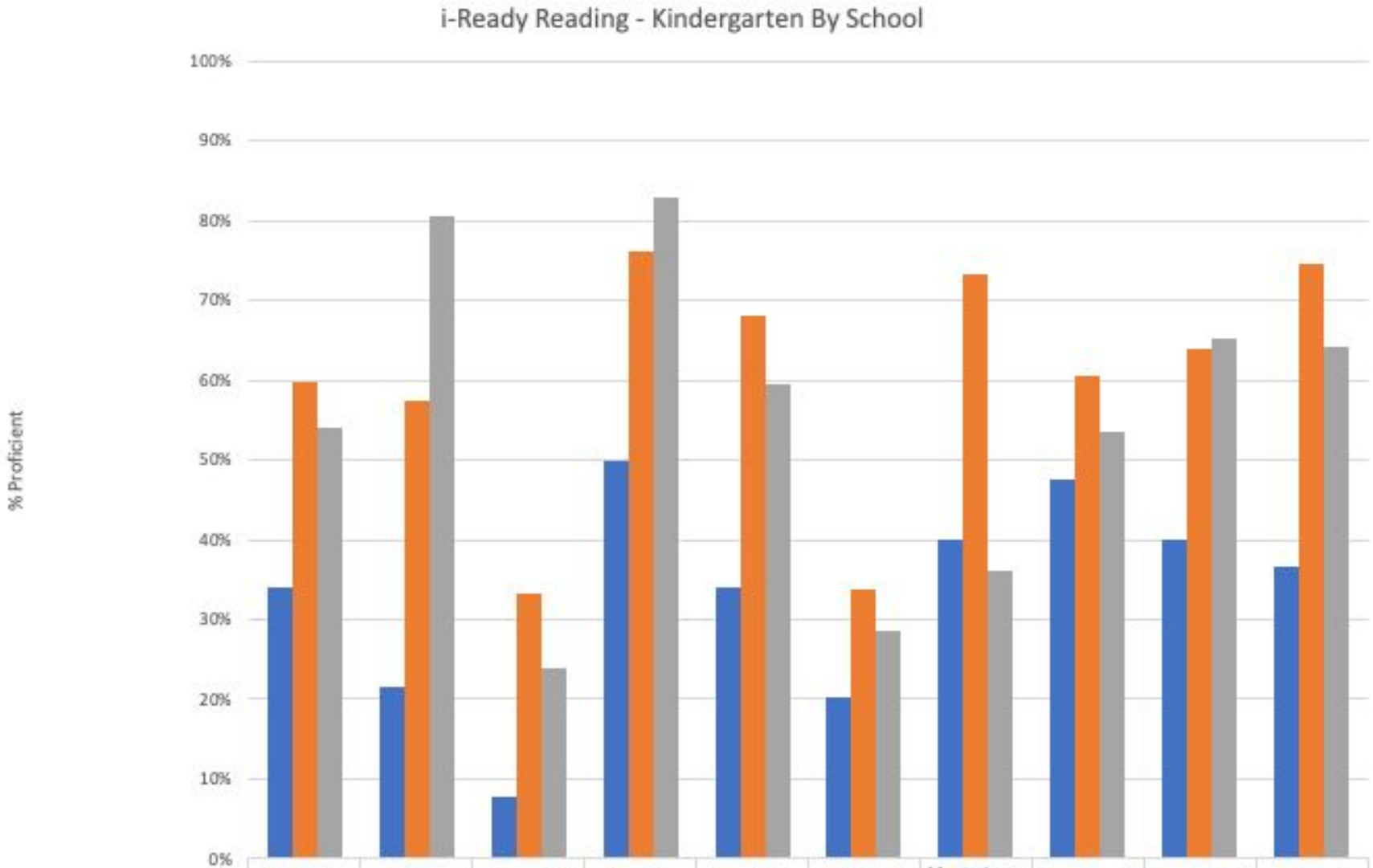
What Does the Reading Data Show?



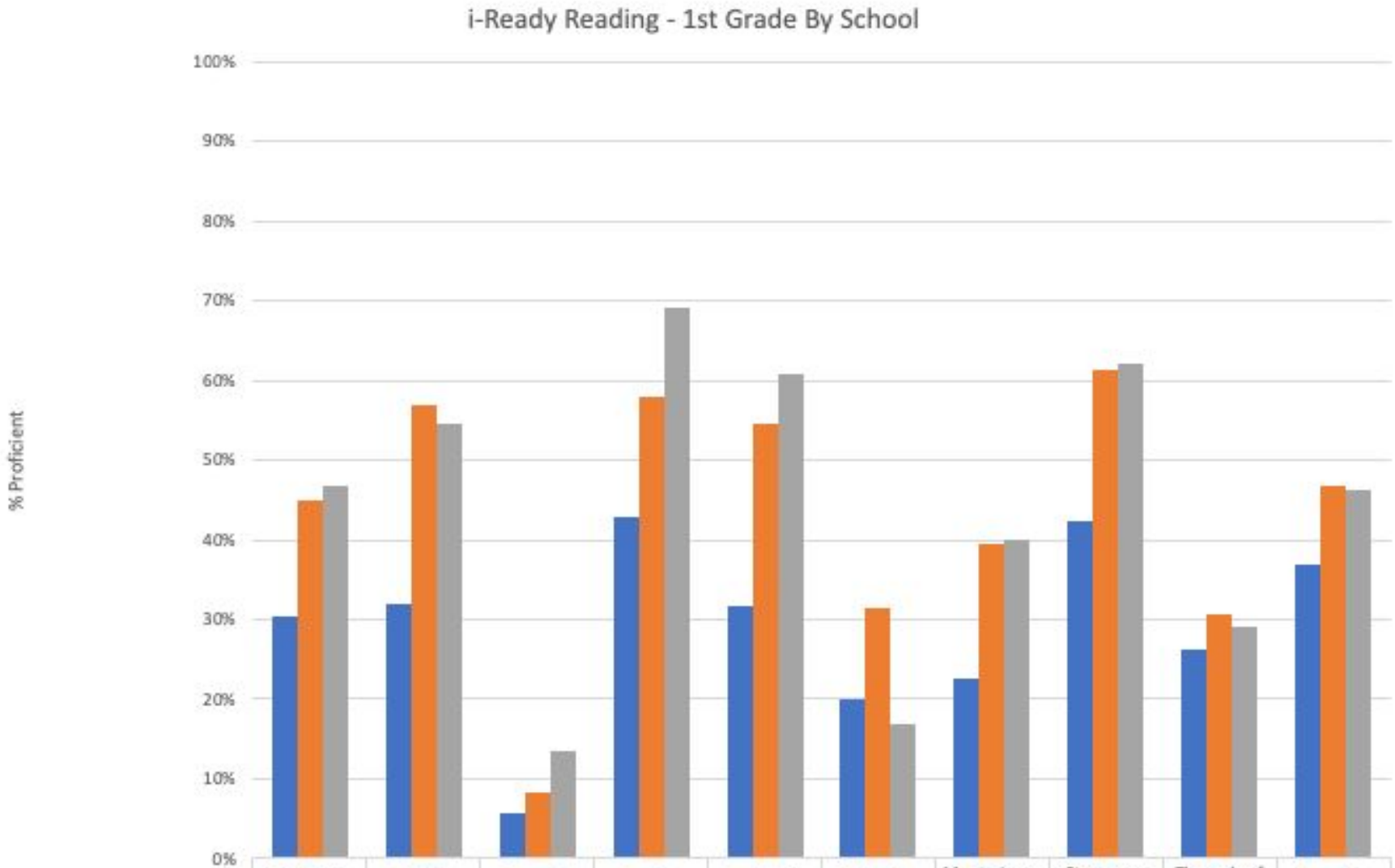
	MVWSD	Bubb	Castro	Crittenden	Graham	Imai	Landels	Mistral	Monta Loma	Stevenson	Theuerkauf	Vargas
Reading D1 23-24 Proficient	49%	52%	10%	56%	54%	66%	52%	30%	38%	64%	32%	45%
Reading D2 23-24 Proficient	58%	68%	16%	58%	58%	74%	65%	41%	51%	75%	45%	60%
Reading D2 22-23 Proficient	57%	69%	14%	60%	55%	77%	63%	39%	47%	75%	45%	58%



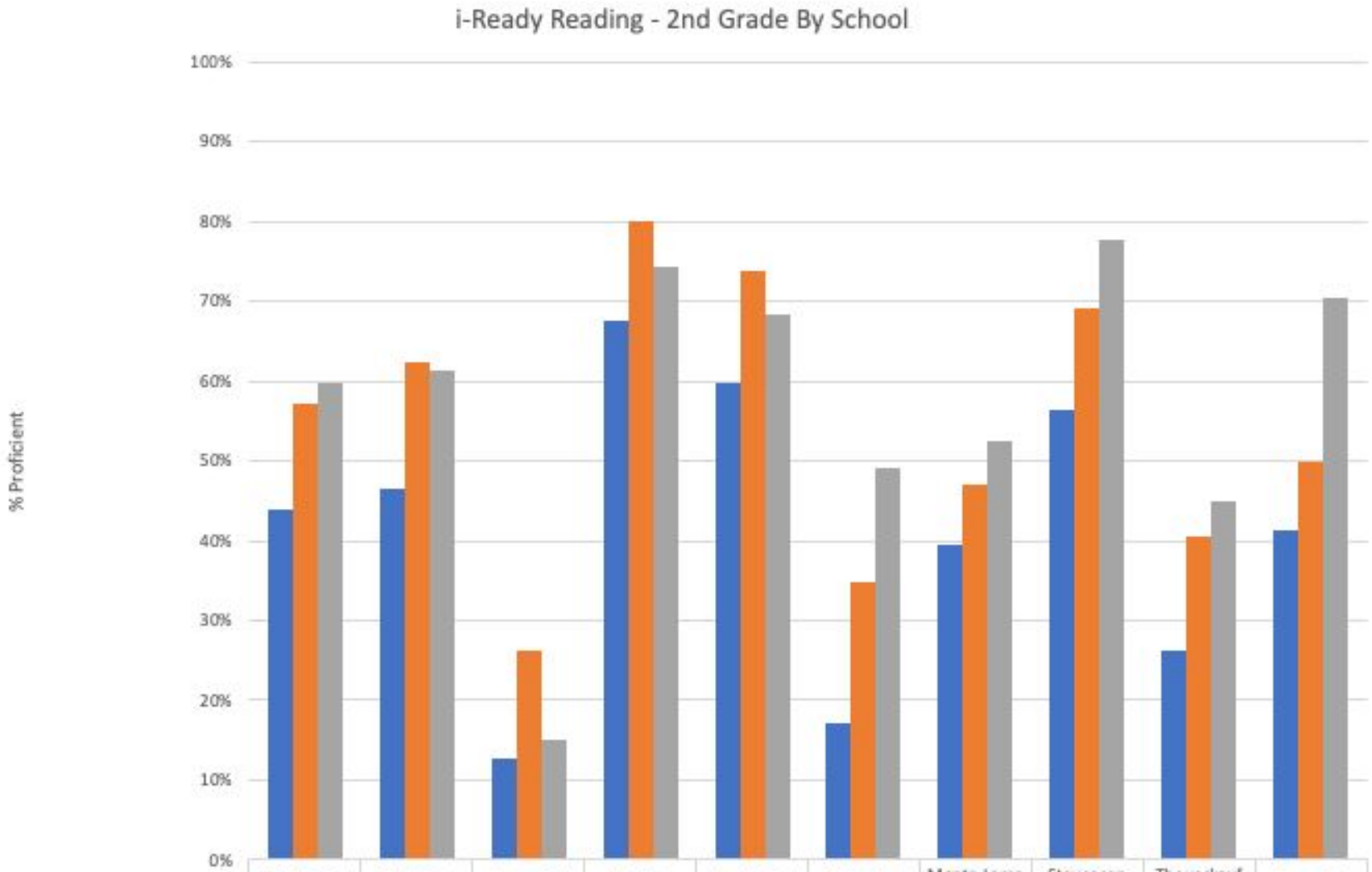
	Kindergarten	1st	2nd	3rd	4th	5th	6th	7th	8th
Reading D1 23-24 Proficient	34%	30%	44%	58%	50%	55%	54%	55%	55%
Reading D2 23-24 Proficient	60%	45%	57%	65%	57%	61%	57%	58%	59%
Reading D2 22-23 Proficient	54%	47%	60%	64%	59%	58%	54%	58%	59%



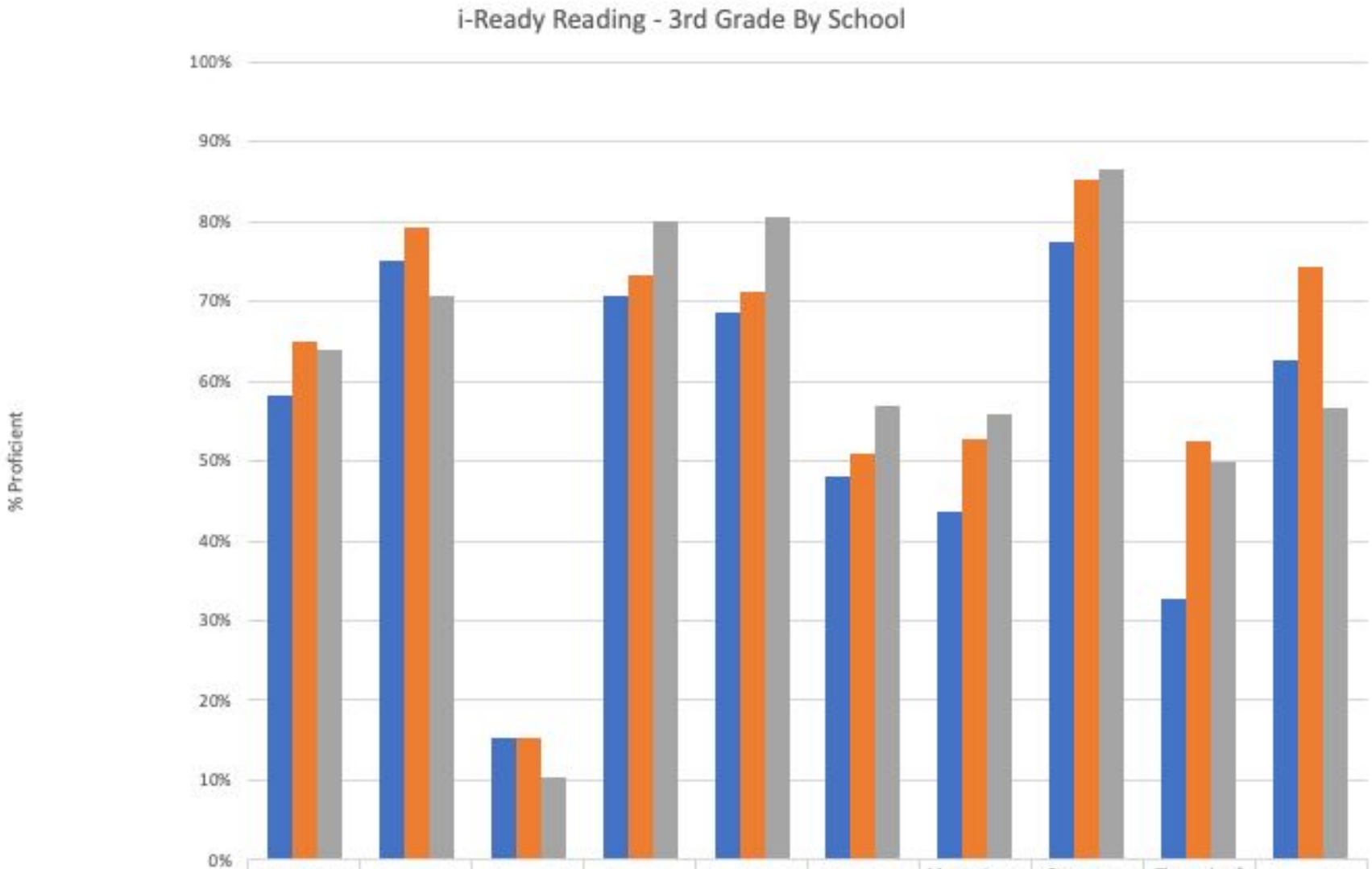
	MVWSD K	Bubb K	Castro K	Imai K	Landels K	Mistral K	Monta Loma K	Stevenson K	Theuerkauf K	Vargas K
Reading D1 23-24 Proficient	34%	22%	8%	50%	34%	20%	40%	48%	40%	37%
Reading D2 23-24 Proficient	60%	57%	33%	76%	68%	34%	73%	61%	64%	75%
Reading D2 22-23 Proficient	54%	80%	24%	83%	60%	29%	36%	54%	65%	64%



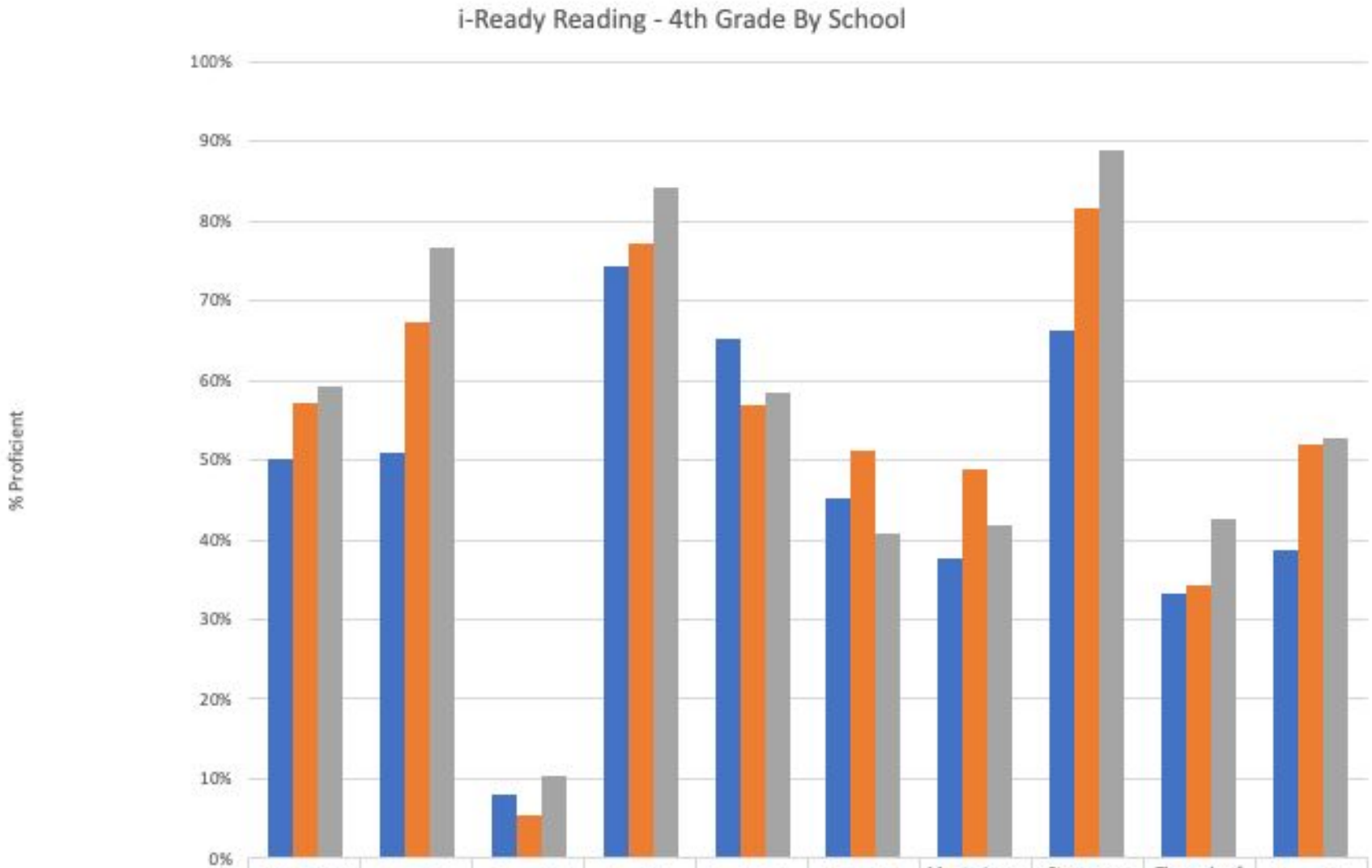
	MVWSD 1st	Bubb 1st	Castro 1st	Imai 1st	Landels 1st	Mistral 1st	Monta Loma 1st	Stevenson 1st	Theuerkauf 1st	Vargas 1st
Reading D1 23-24 Proficient	30%	32%	6%	43%	32%	20%	23%	42%	26%	37%
Reading D2 23-24 Proficient	45%	57%	8%	58%	55%	31%	39%	61%	31%	47%
Reading D2 22-23 Proficient	47%	55%	14%	69%	61%	17%	40%	62%	29%	46%



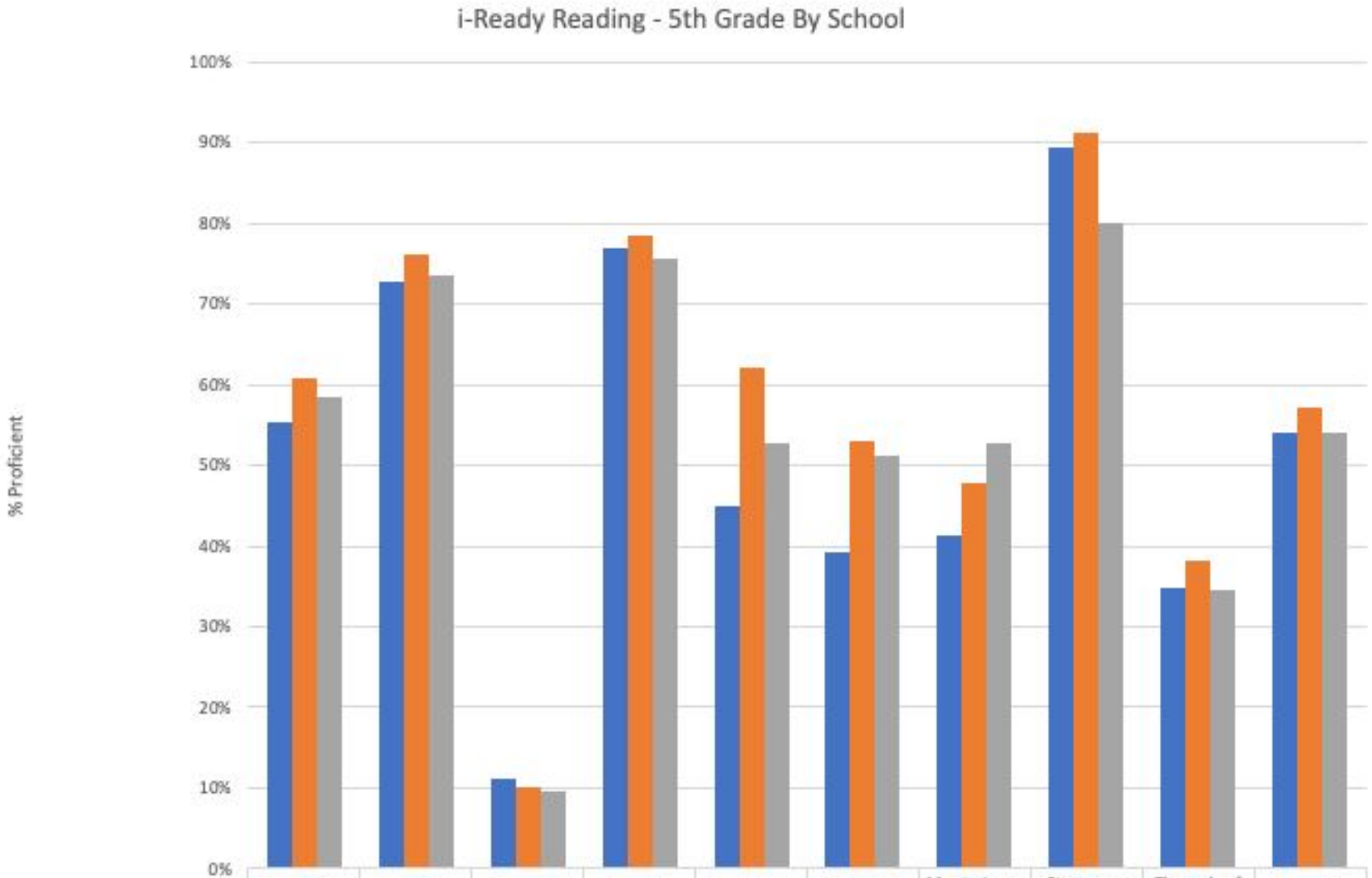
	MVWSD 2nd	Bubb 2nd	Castro 2nd	Imai 2nd	Landels 2nd	Mistral 2nd	Monta Loma 2nd	Stevenson 2nd	Theuerkauf 2nd	Vargas 2nd
Reading D1 23-24 Proficient	44%	46%	13%	68%	60%	17%	39%	56%	26%	41%
Reading D2 23-24 Proficient	57%	62%	26%	80%	74%	35%	47%	69%	40%	50%
Reading D2 22-23 Proficient	60%	61%	15%	74%	68%	49%	53%	78%	45%	70%



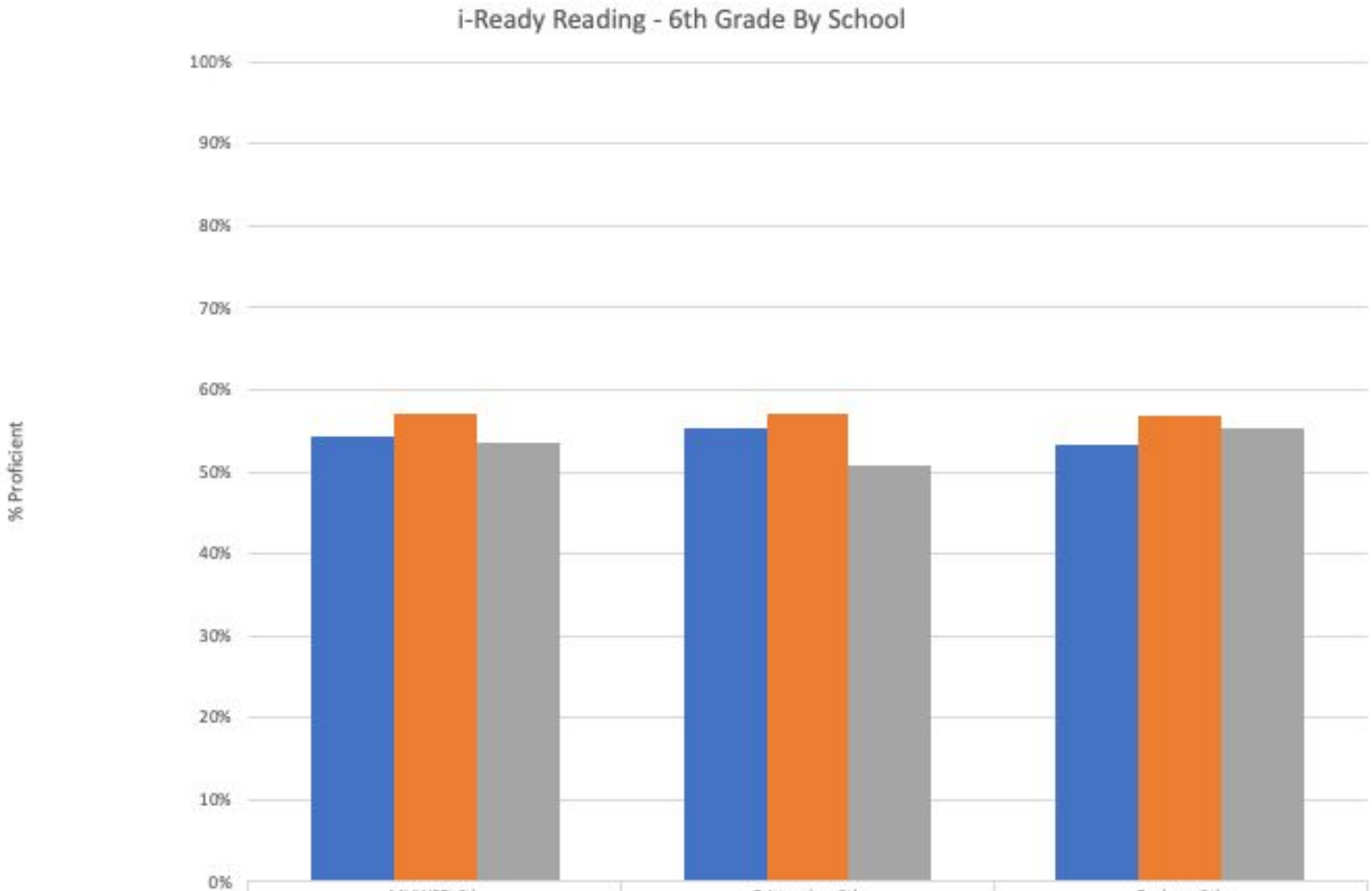
	MVWSD 3rd	Bubb 3rd	Castro 3rd	Imai 3rd	Landels 3rd	Mistral 3rd	Monta Loma 3rd	Stevenson 3rd	Theuerkauf 3rd	Vargas 3rd
Reading D1 23-24 Proficient	58%	75%	15%	71%	69%	48%	44%	77%	33%	63%
Reading D2 23-24 Proficient	65%	79%	15%	73%	71%	51%	53%	85%	53%	74%
Reading D2 22-23 Proficient	64%	71%	10%	80%	80%	57%	56%	87%	50%	57%



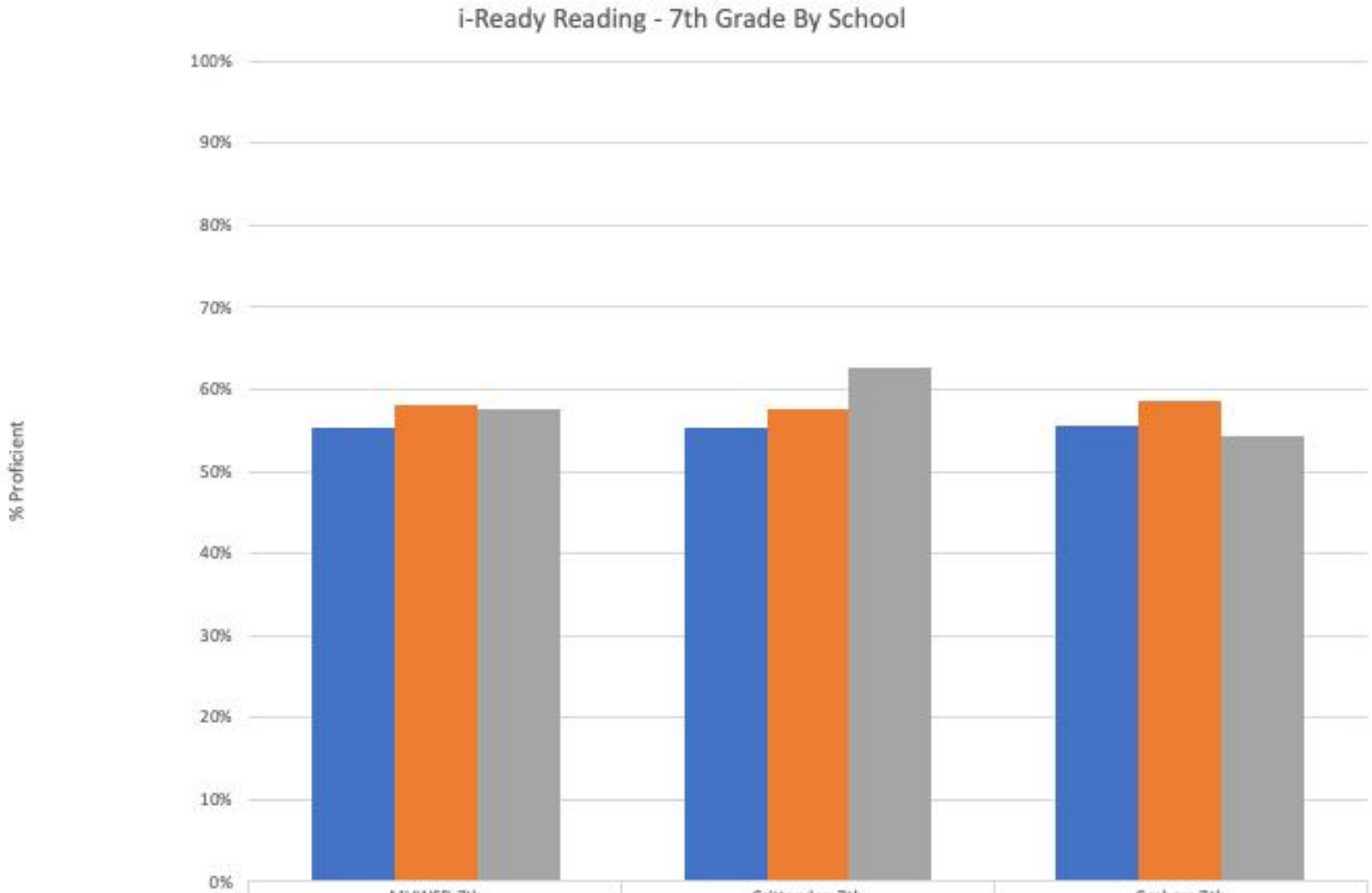
	MVWSD 4th	Bubb 4th	Castro 4th	Imai 4th	Landels 4th	Mistral 4th	Monta Loma 4th	Stevenson 4th	Theuerkauf 4th	Vargas 4th
Reading D1 23-24 Proficient	50%	51%	8%	74%	65%	45%	38%	66%	33%	39%
Reading D2 23-24 Proficient	57%	67%	5%	77%	57%	51%	49%	82%	34%	52%
Reading D2 22-23 Proficient	59%	77%	10%	84%	58%	41%	42%	89%	43%	53%



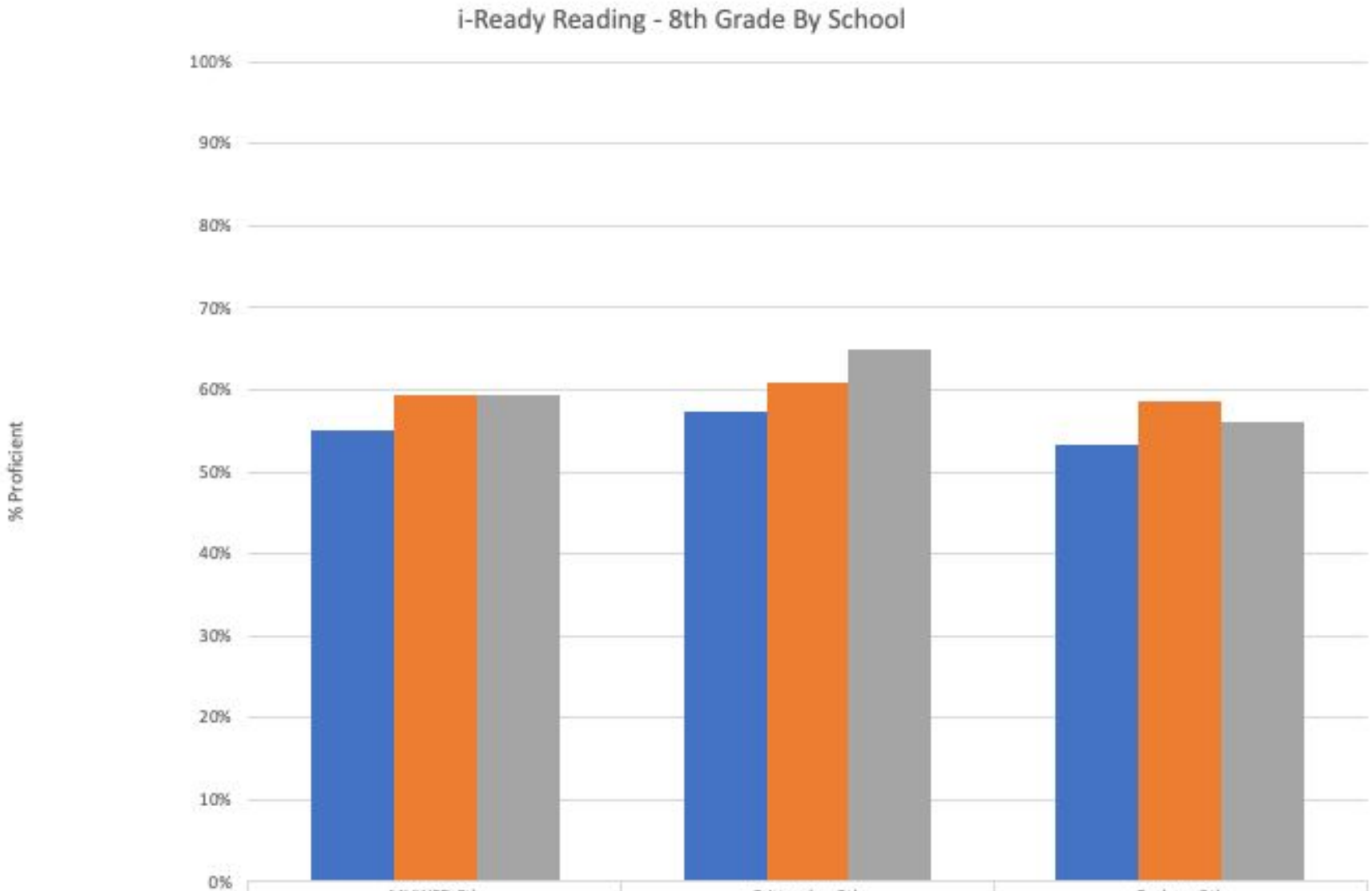
	MVWSD 5th	Bubb 5th	Castro 5th	Imai 5th	Landels 5th	Mistral 5th	Monta Loma 5th	Stevenson 5th	Theuerkauf 5th	Vargas 5th
Reading D1 23-24 Proficient	55%	73%	11%	77%	45%	39%	41%	89%	35%	54%
Reading D2 23-24 Proficient	61%	76%	10%	78%	62%	53%	48%	91%	38%	57%
Reading D2 22-23 Proficient	58%	73%	10%	76%	53%	51%	53%	80%	34%	54%



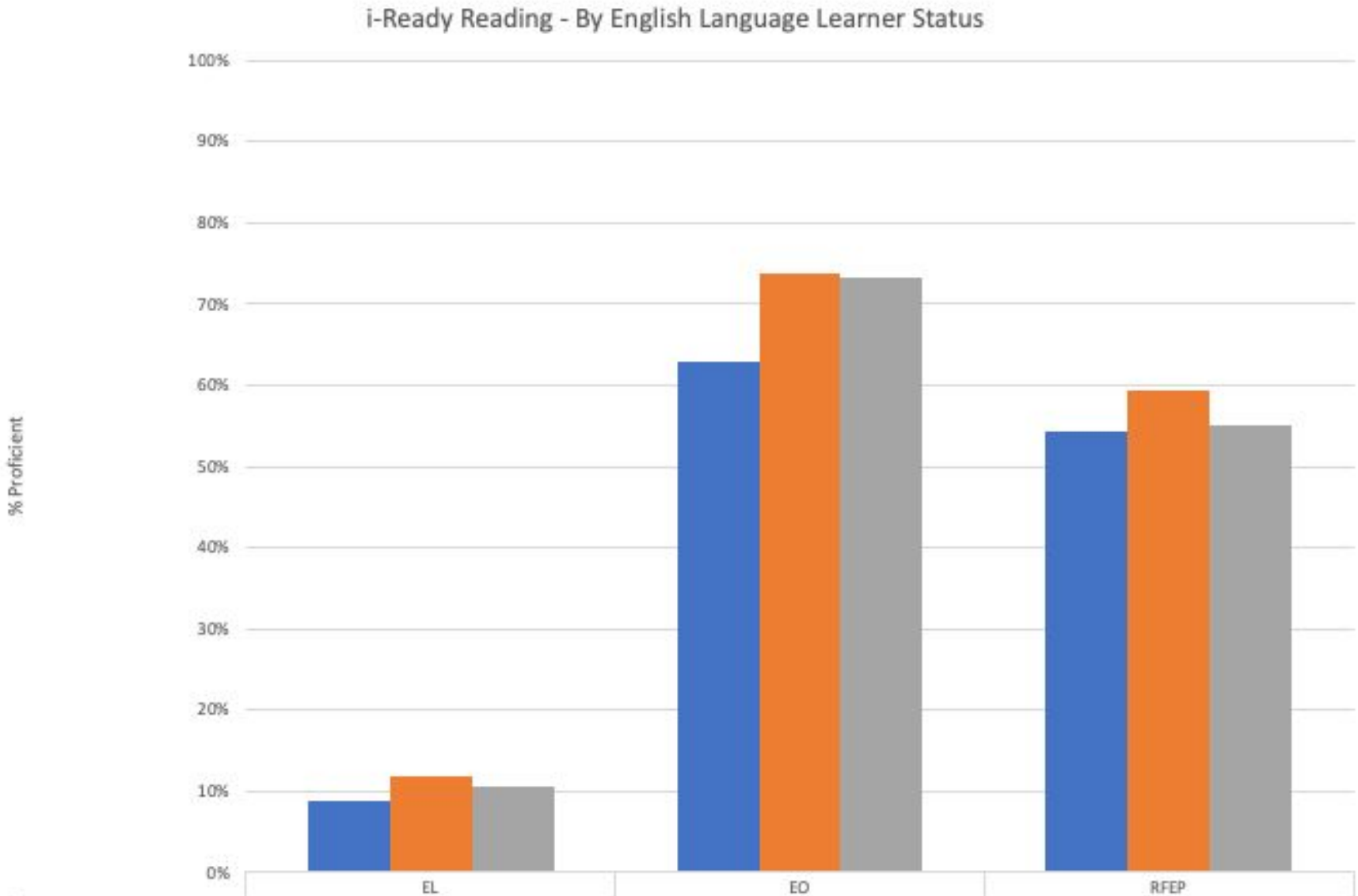
	MVWSD 6th	Crittenden 6th	Graham 6th
Reading D1 23-24 Proficient	54%	55%	53%
Reading D2 23-24 Proficient	57%	57%	57%
Reading D2 22-23 Proficient	54%	51%	55%



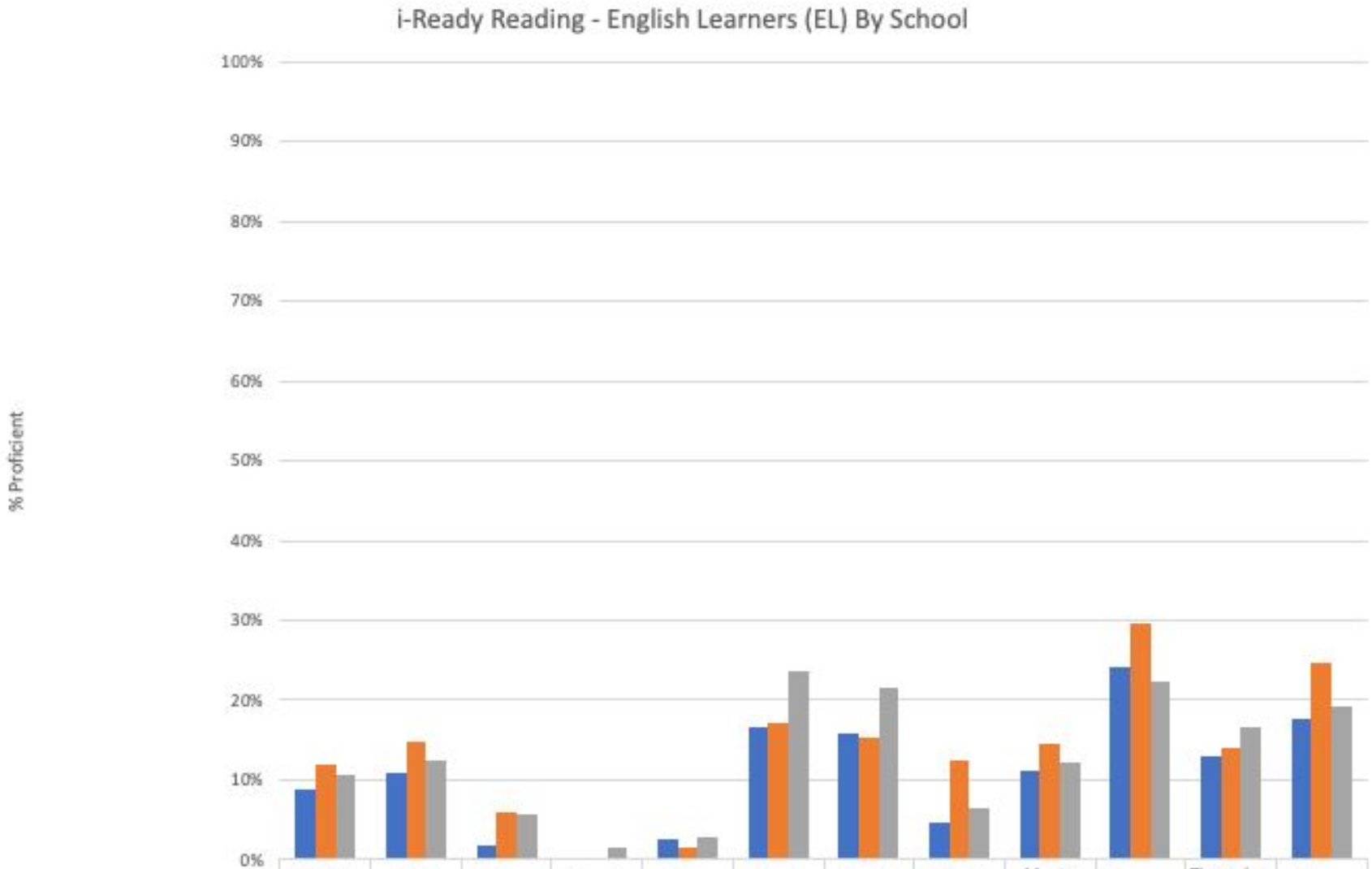
	MVWSD 7th	Crittenden 7th	Graham 7th
Reading D1 23-24 Proficient	55%	55%	55%
Reading D2 23-24 Proficient	58%	58%	59%
Reading D2 22-23 Proficient	58%	63%	54%



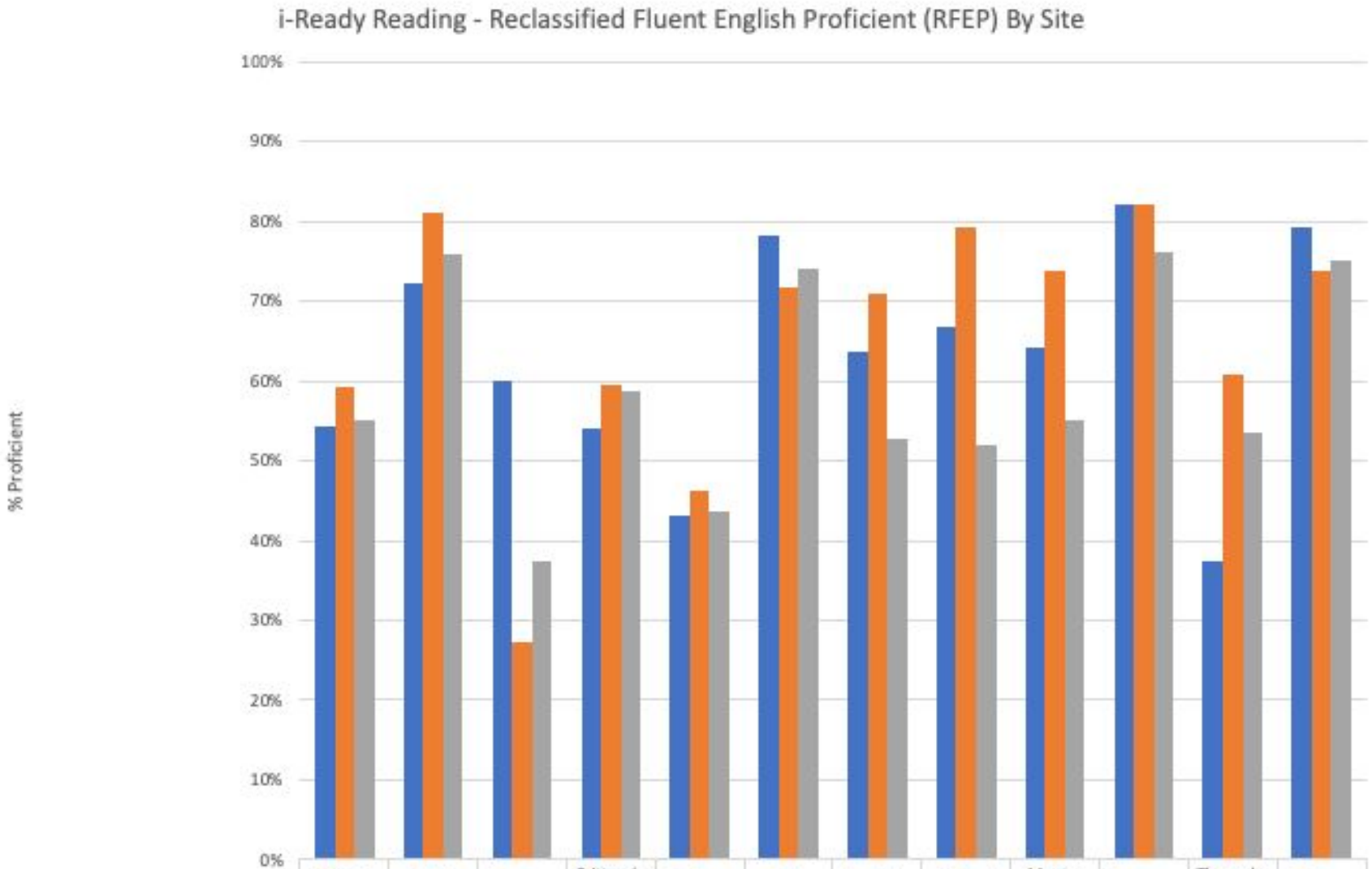
	MVWSD 8th	Crittenden 8th	Graham 8th
Reading D1 23-24 Proficient	55%	57%	53%
Reading D2 23-24 Proficient	59%	61%	59%
Reading D2 22-23 Proficient	59%	65%	56%



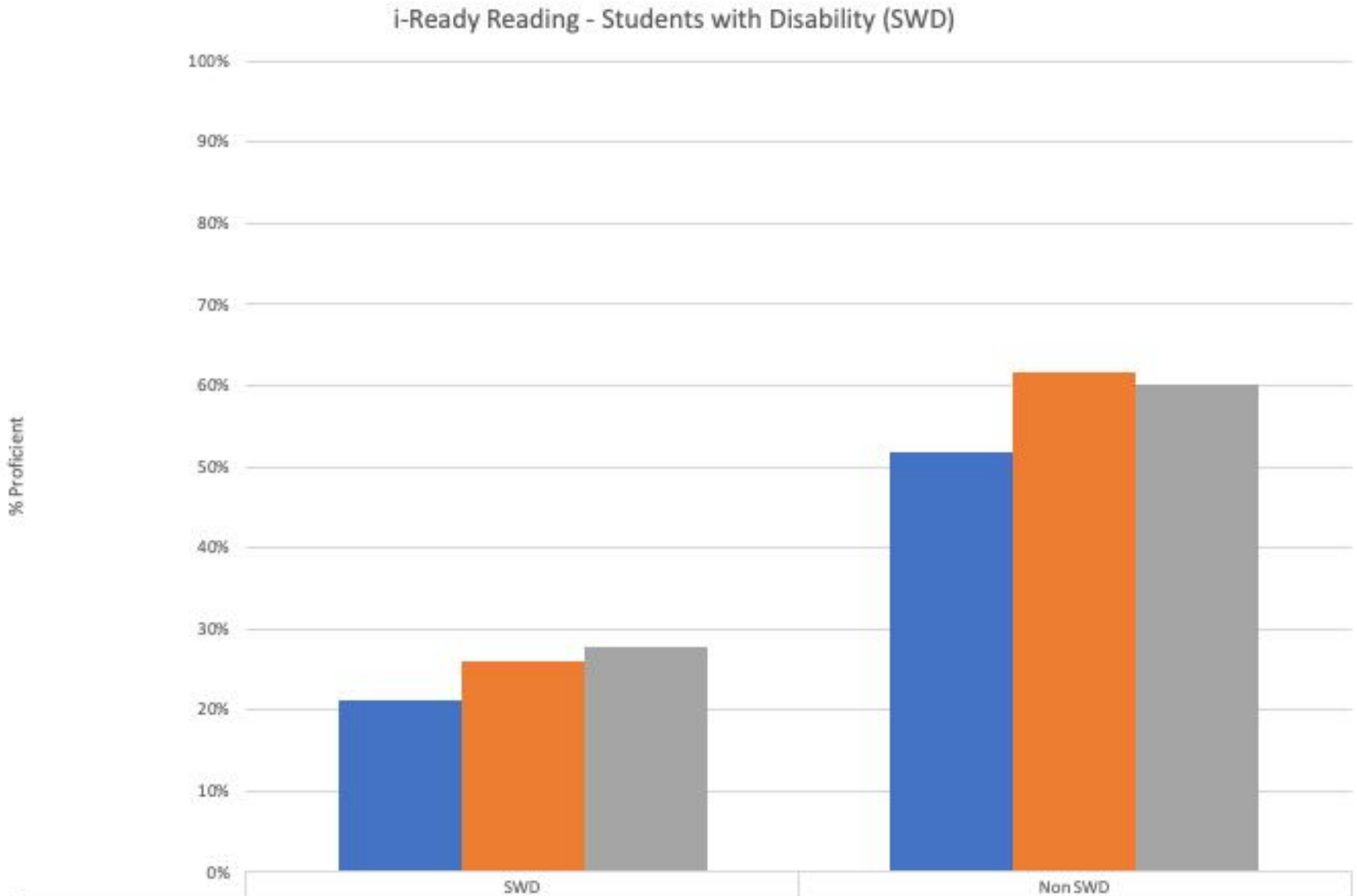
	EL	EO	RFEP
Reading D1 23-24 Proficient	9%	63%	54%
Reading D2 23-24 Proficient	12%	74%	59%
Reading D2 22-23 Proficient	11%	73%	55%



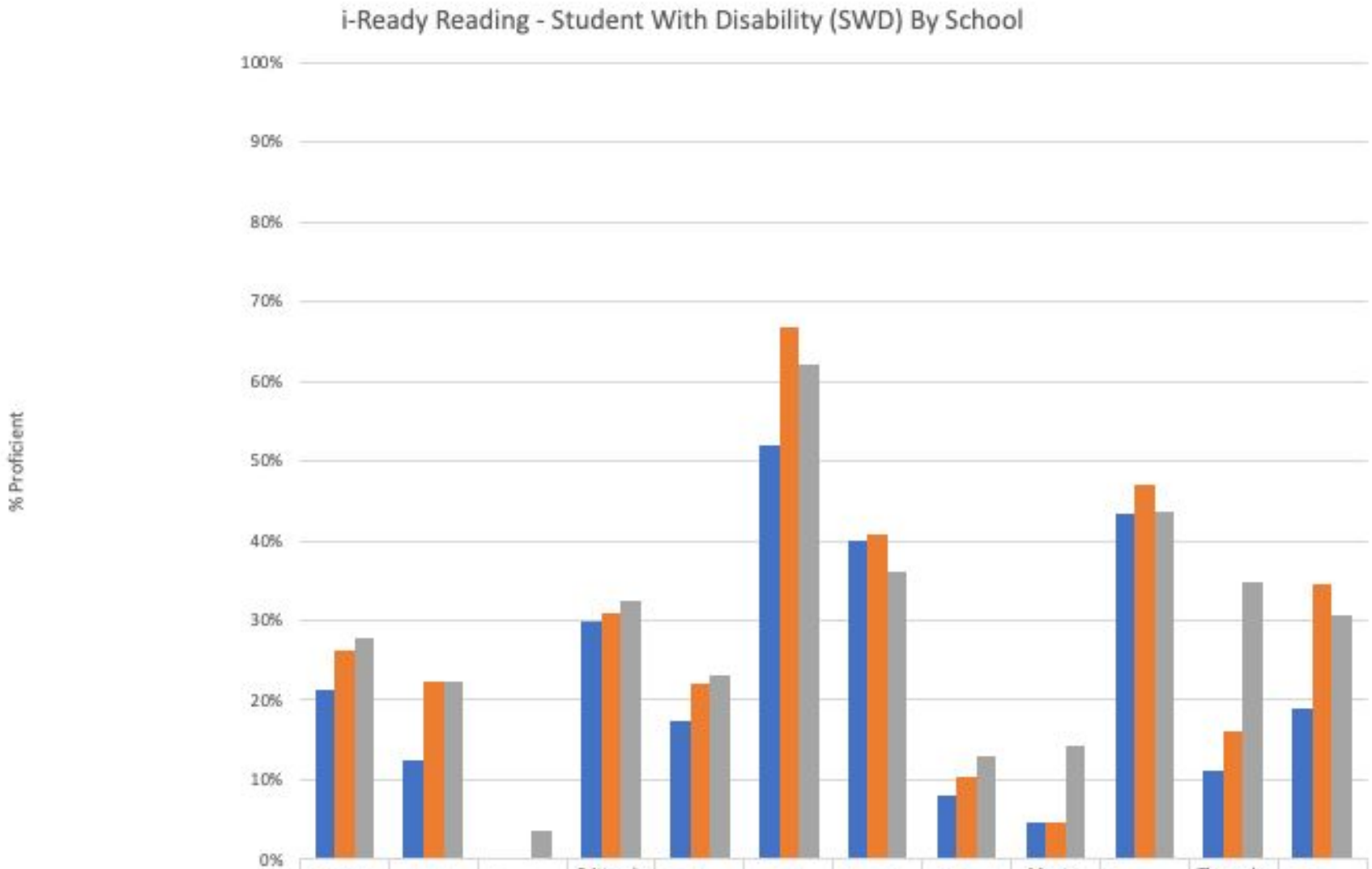
	MVWSD	Bubb	Castro	Crittenden	Graham	Imai	Landels	Mistral	Monta Loma	Stevenson	Theuerkauf	Vargas
Reading D1 23-24 Proficient - EL	9%	11%	2%	0%	3%	17%	16%	5%	11%	24%	13%	18%
Reading D2 23-24 Proficient - EL	12%	15%	6%	0%	1%	17%	15%	13%	15%	30%	14%	25%
Reading D2 22-23 Proficient - EL	11%	13%	6%	1%	3%	24%	22%	6%	12%	22%	17%	19%



	MVWSD	Bubb	Castro	Crittenden	Graham	Imai	Landels	Mistral	Monta Loma	Stevenson	Theuerkauf	Vargas
Reading D1 23-24 Proficient - RFEP	54%	72%	60%	54%	43%	78%	64%	67%	64%	82%	38%	79%
Reading D2 23-24 Proficient - RFEP	59%	81%	27%	60%	46%	72%	71%	79%	74%	82%	61%	74%
Reading D2 22-23 Proficient - RFEP	55%	76%	38%	59%	44%	74%	53%	52%	55%	76%	54%	75%

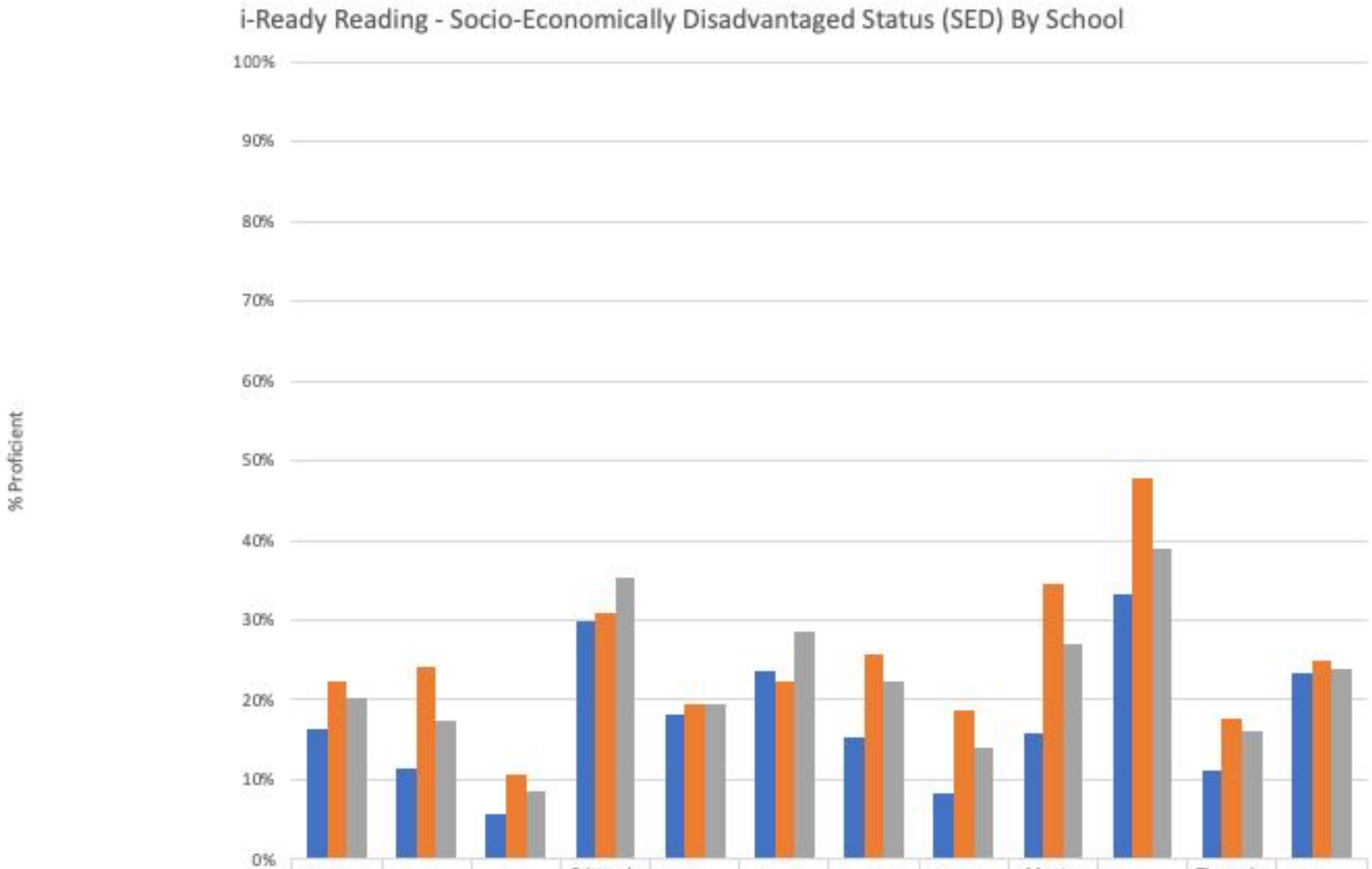


	SWD	Non SWD
Reading D1 23-24 Proficient	21%	52%
Reading D2 23-24 Proficient	26%	62%
Reading D2 22-23 Proficient	28%	60%

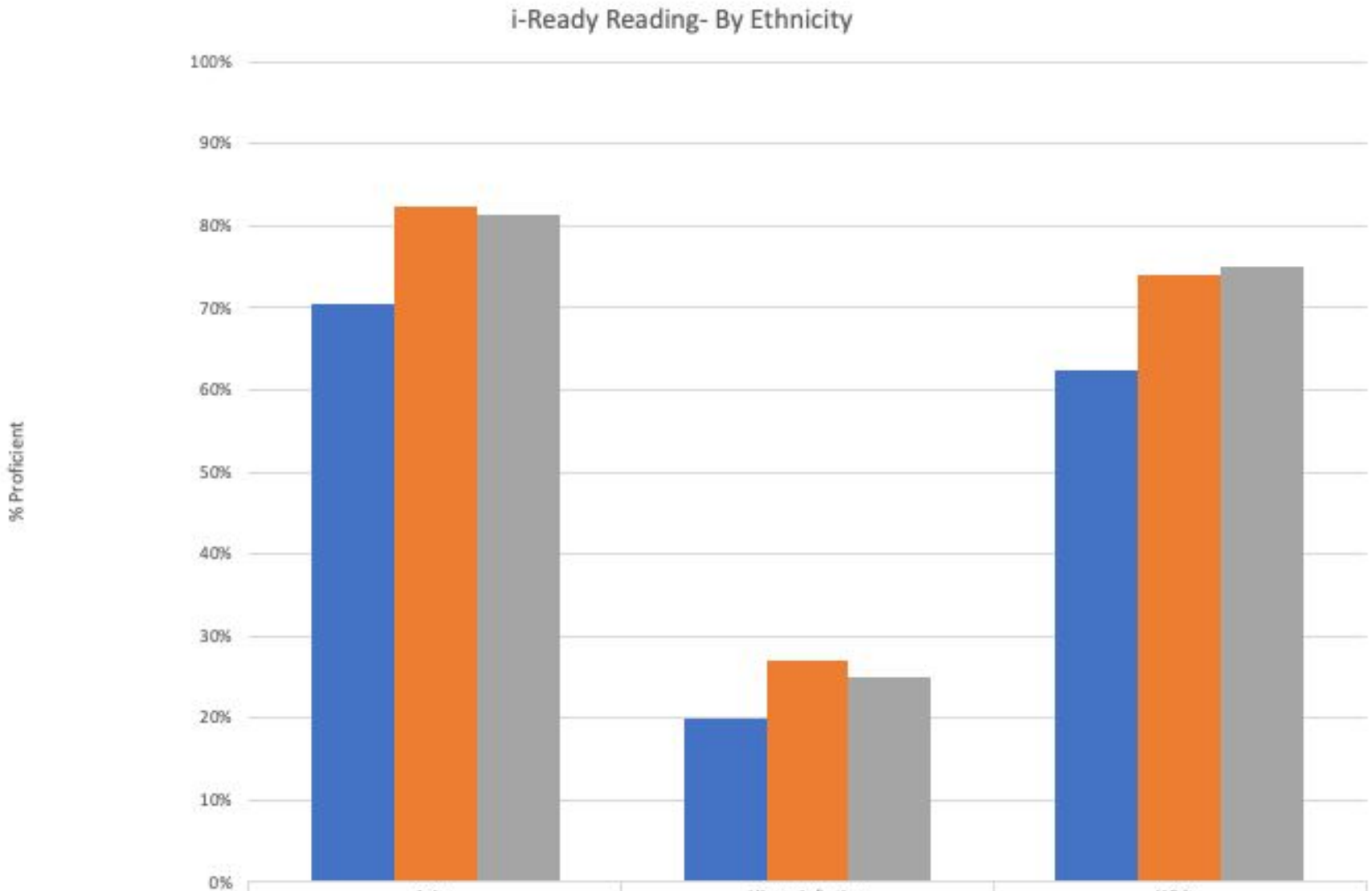


	MVWSD	Bubb	Castro	Crittenden	Graham	Imai	Landels	Mistral	Monta Loma	Stevenson	Theuerkauf	Vargas
Reading D1 23-24 Proficient - SWD	21%	13%	0%	30%	17%	52%	40%	8%	5%	43%	11%	19%
Reading D2 23-24 Proficient - SWD	26%	22%	0%	31%	22%	67%	41%	10%	5%	47%	16%	35%
Reading D2 22-23 Proficient - SWD	28%	22%	4%	32%	23%	62%	36%	13%	14%	44%	35%	31%

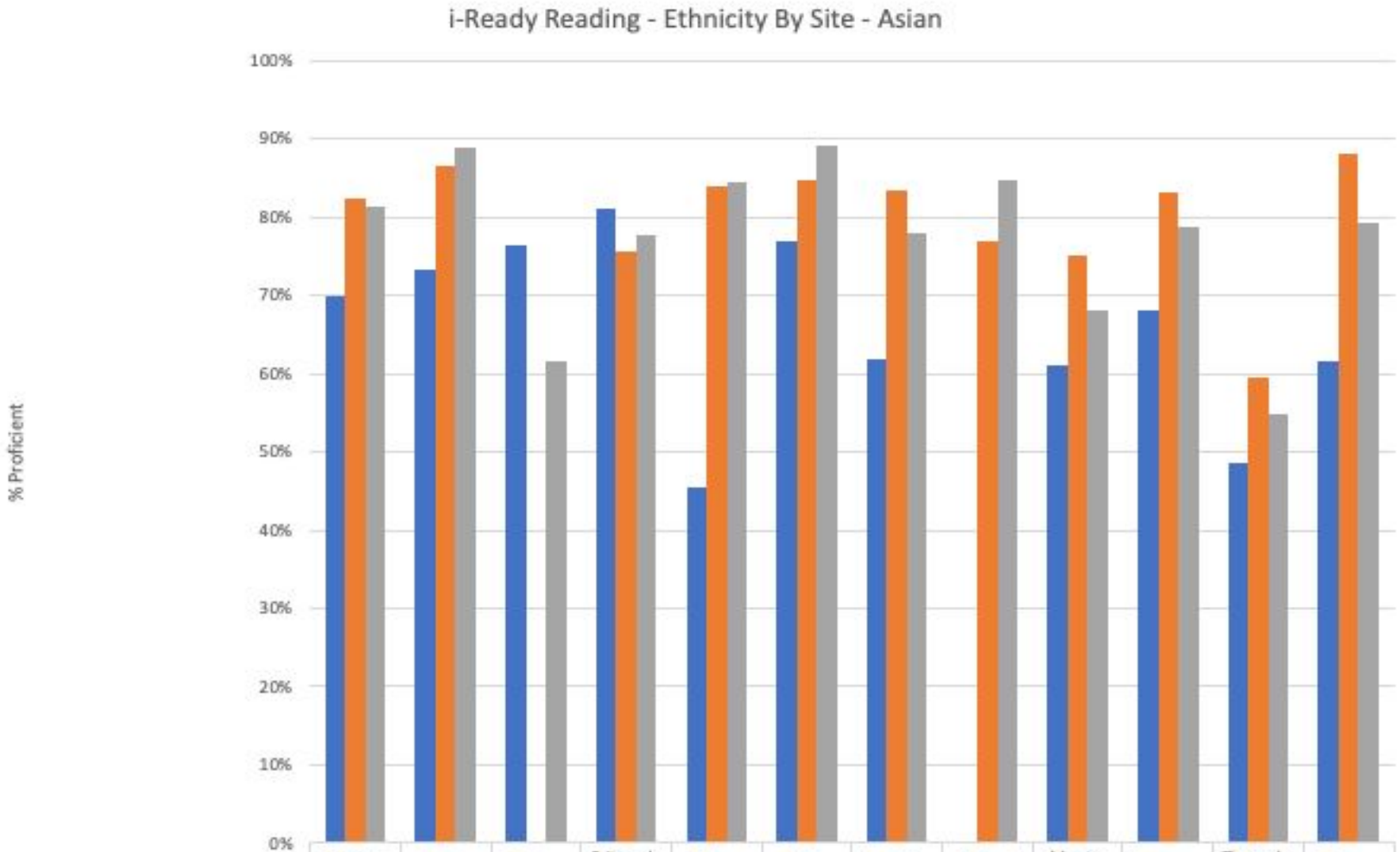
	SED	Non SED
Reading D1 23-24 Proficient	16%	63%
Reading D2 23-24 Proficient	22%	74%
Reading D2 22-23 Proficient	20%	73%



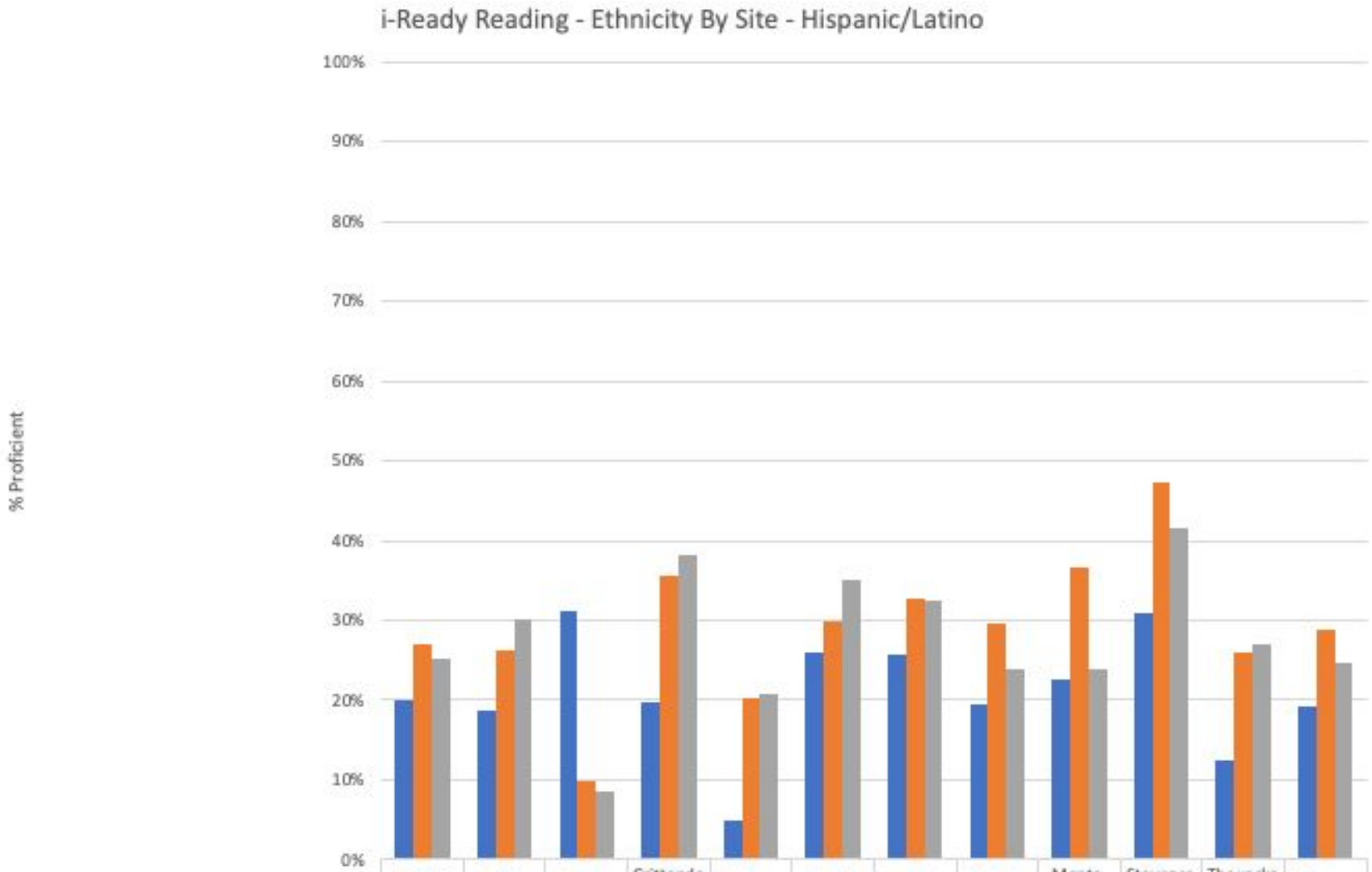
	MVWSD	Bubb	Castro	Crittenden	Graham	Imai	Landels	Mistral	Monta Loma	Stevenson	Theuerkauf	Vargas
Reading D1 23-24 Proficient - SED	16%	11%	6%	30%	18%	24%	15%	8%	16%	33%	11%	23%
Reading D2 23-24 Proficient - SED	22%	24%	11%	31%	20%	22%	26%	19%	35%	48%	18%	25%
Reading D2 22-23 Proficient - SED	20%	17%	9%	35%	19%	29%	22%	14%	27%	39%	16%	24%



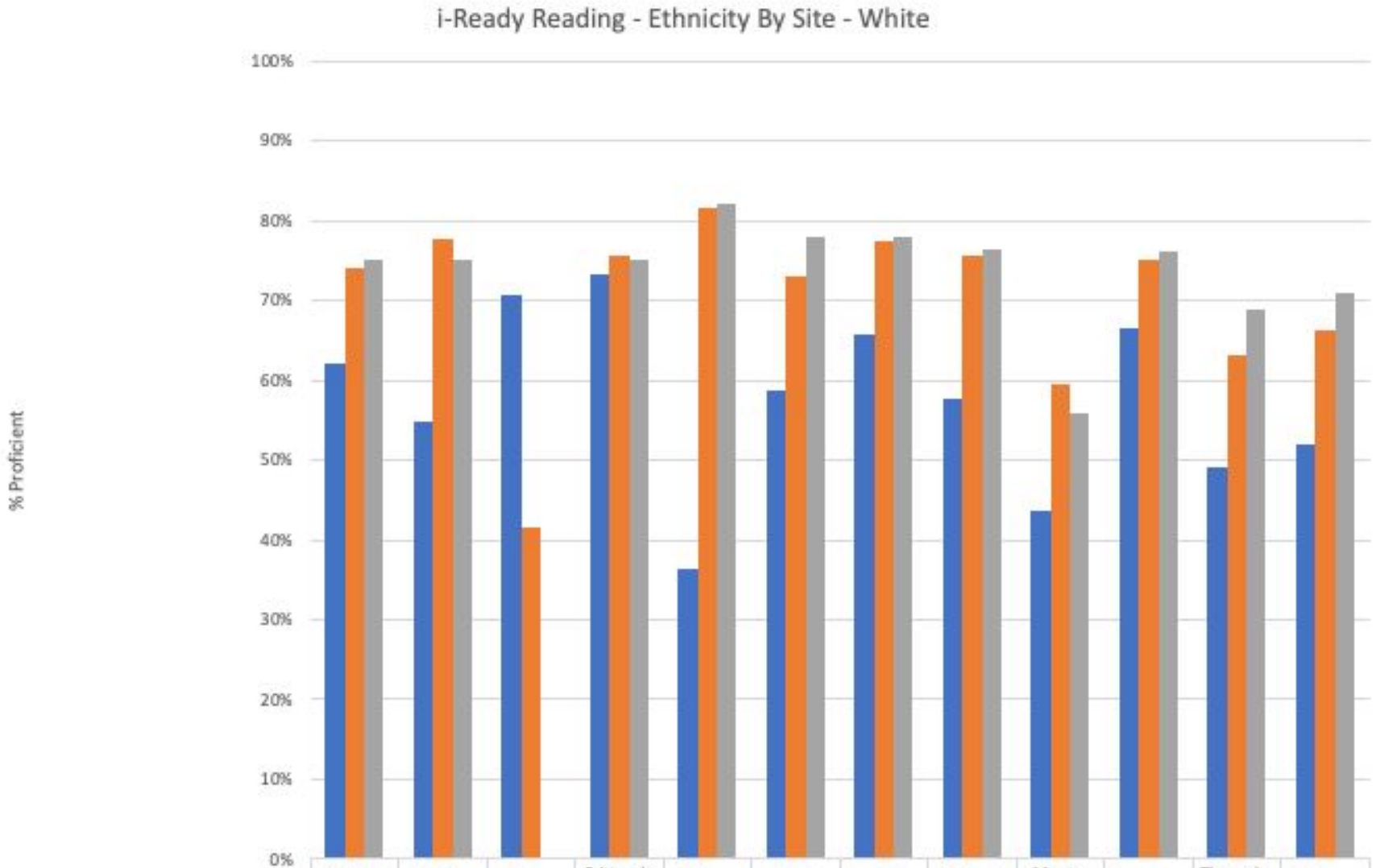
	Asian	Hispanic/Latino	White
Reading D1 23-24 Proficient	70%	20%	62%
Reading D2 23-24 Proficient	82%	27%	74%
Reading D2 22-23 Proficient	81%	25%	75%



	MVWSD	Bubb	Castro	Crittenden	Graham	Imai	Landels	Mistral	Monta Loma	Stevenson	Theuerkauf	Vargas
Reading D1 23-24 Proficient - Asian	70%	73%	76%	81%	45%	77%	62%		61%	68%	49%	62%
Reading D2 23-24 Proficient - Asian	82%	87%		76%	84%	85%	83%	77%	75%	83%	59%	88%
Reading D2 22-23 Proficient - Asian	81%	89%	62%	78%	85%	89%	78%	85%	68%	79%	55%	79%



	MVWSD	Bubb	Castro	Crittenden	Graham	Imai	Landels	Mistral	Monta Loma	Stevenson	Theuerkauf	Vargas
Reading D1 23-24 Proficient - Hispanic/Latino	20%	19%	31%	20%	5%	26%	26%	19%	23%	31%	13%	19%
Reading D2 23-24 Proficient - Hispanic/Latino	27%	26%	10%	35%	20%	30%	33%	30%	37%	47%	26%	29%
Reading D2 22-23 Proficient - Hispanic/Latino	25%	30%	8%	38%	21%	35%	32%	24%	24%	42%	27%	25%



	MVWSD	Bubb	Castro	Crittenden	Graham	Imai	Landels	Mistral	Monta Loma	Stevenson	Theuerkauf	Vargas
Reading D1 23-24 Proficient - White	62%	55%	71%	73%	36%	59%	66%	58%	44%	66%	49%	52%
Reading D2 23-24 Proficient - White	74%	78%	42%	76%	82%	73%	77%	76%	60%	75%	63%	66%
Reading D2 22-23 Proficient - White	75%	75%		75%	82%	78%	78%	76%	56%	76%	69%	71%

How Does Winter Domain-Level Performance Compare Year over Year?

Percent of Students Placing **Mid or Above Grade Level**, Winter 22-23 to Winter 23-24

	K		1		2		3		4		5		6		7		8	
	Prior	*Current*	*Prior*	*Current*	*Prior*	*Current*	*Prior*	*Current*	*Prior*	*Current*	*Prior*	*Current*	*Prior*	*Current*	*Prior*	*Current*	*Prior*	*Current*
Phonological Awareness	28%	22%	50%	46%	83%	84%												
High-Frequency Words	36%	41%	51%	54%	62%	64%	88%	87%										
Phonics	34%	36%	43%	42%	52%	47%	69%	67%	82%	78%	89%	88%	88%	89%	92%	90%	96%	93%
Vocabulary	31%	30%	33%	30%	43%	39%	45%	49%	44%	44%	37%	40%	42%	46%	42%	45%	46%	46%
Comprehension: Literature	42%	44%	32%	32%	44%	40%	46%	50%	52%	51%	46%	48%	46%	49%	42%	44%	43%	45%
Comprehension: Informational Text	34%	38%	31%	29%	41%	35%	42%	44%	45%	43%	40%	41%	43%	44%	39%	43%	43%	42%
Students Assessed	*448*	*441*	*517*	*458*	*502*	*495*	*434*	*509*	*501*	*437*	*475*	*493*	*469*	*467*	*438*	*477*	*452*	*456*

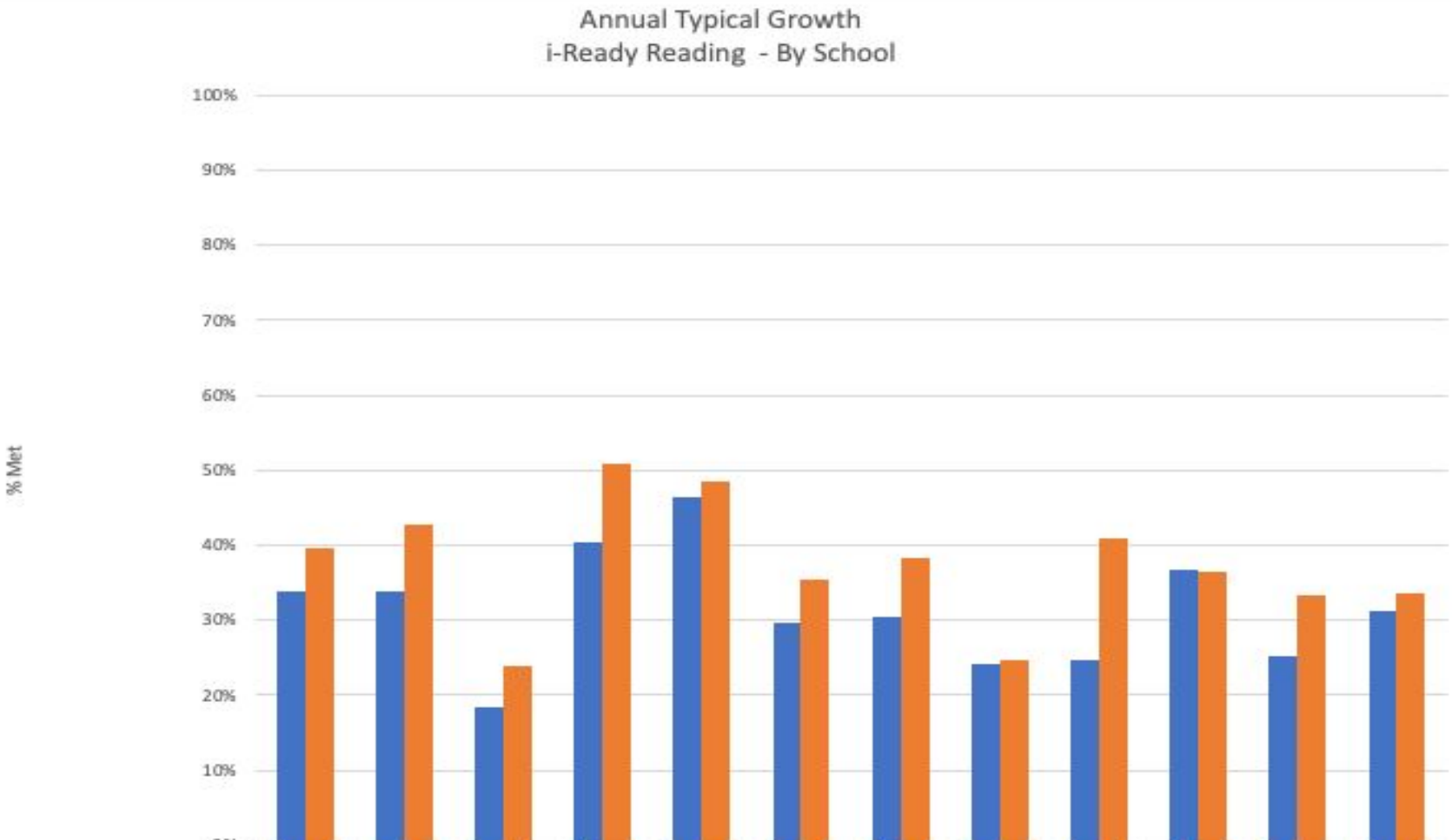
Increased >5% pts Year over Year

Increased 0-5% pts Year over Year

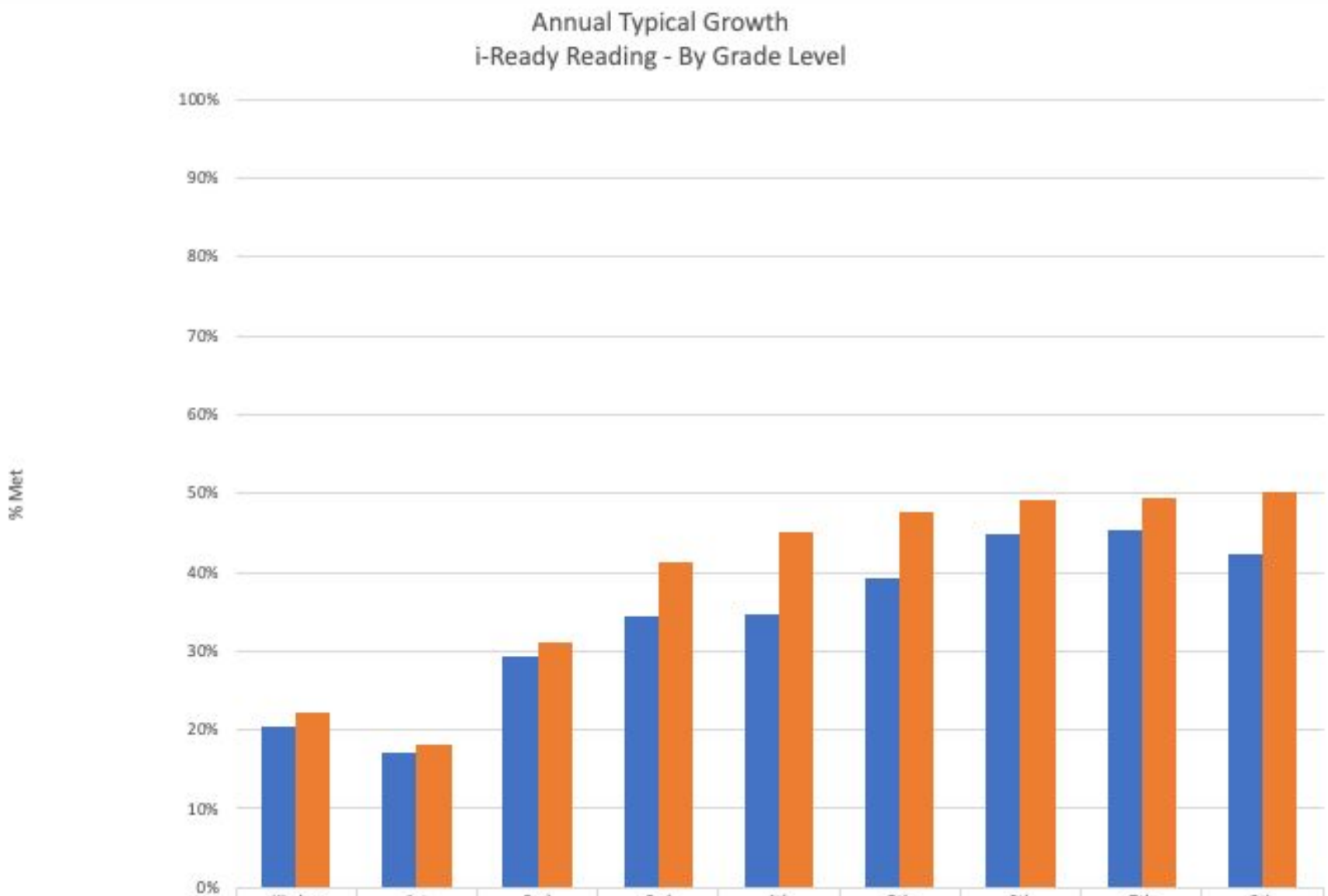
Decreased 1-5% pts Year over Year

Decreased >5% pts Year over Year

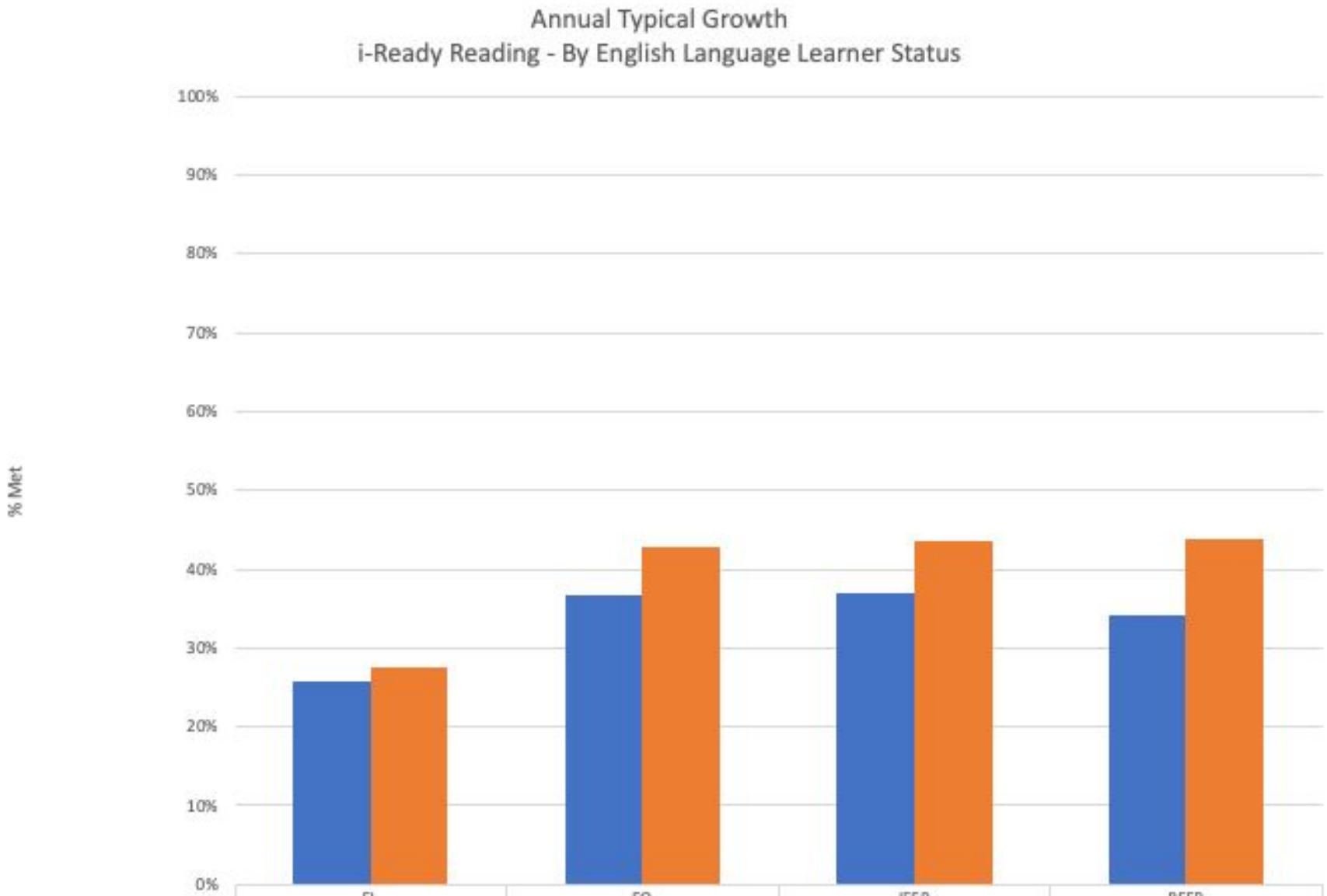
Annual Typical Growth



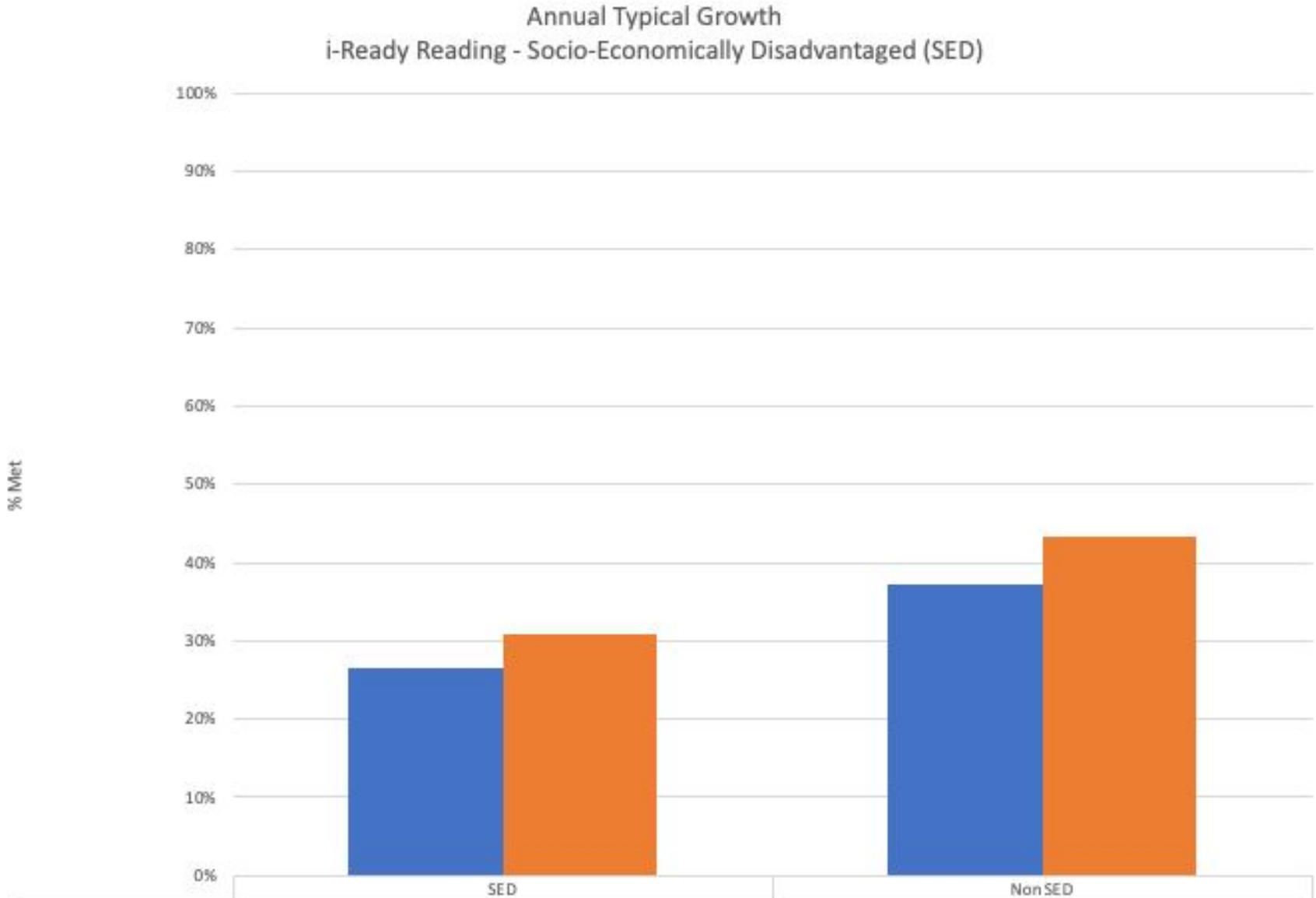
	MVWSD	Bubb	Castro	Crittenden	Graham	Imai	Landels	Mistral	Monta Loma	Stevenson	Theuerkauf	Vargas
Reading D2 22-23 ATG Met	34%	34%	19%	40%	47%	30%	30%	24%	25%	37%	25%	31%
Reading D2 23-24 ATG Met	39%	43%	24%	51%	49%	35%	38%	25%	41%	36%	33%	34%



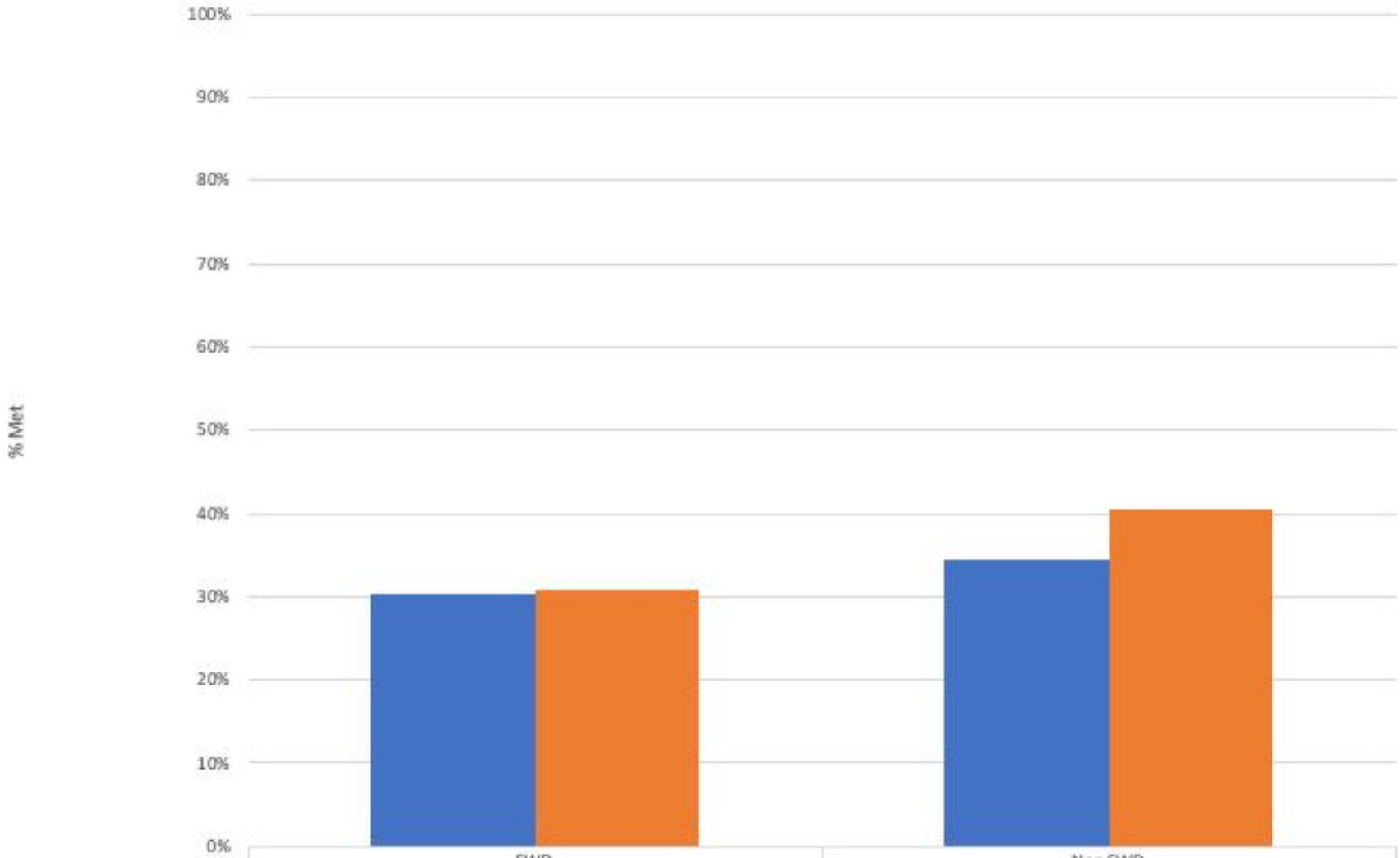
	Kinder	1st	2nd	3rd	4th	5th	6th	7th	8th
Reading D2 22-23 ATG Met	20%	17%	29%	34%	35%	39%	45%	45%	42%
Reading D2 23-24 ATG Met	22%	18%	31%	41%	45%	48%	49%	49%	50%



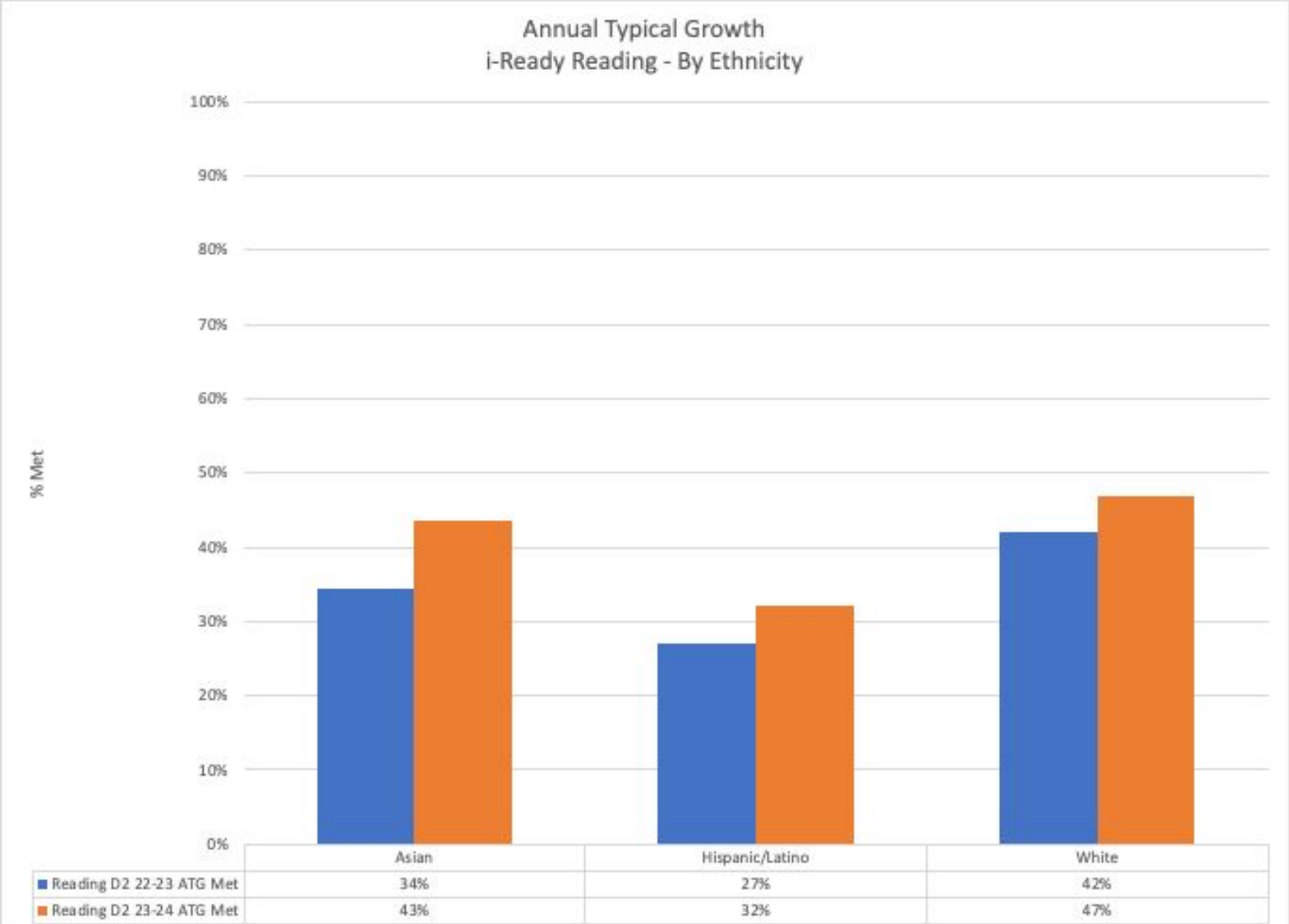
	EL	EO	IFEP	RFEP
Reading D2 22-23 ATG Met	26%	37%	37%	34%
Reading D2 23-24 ATG Met	28%	43%	44%	44%



	SED	Non SED
Reading D2 22-23 ATG Met	26%	37%
Reading D2 23-24 ATG Met	31%	43%



	SWD	Non SWD
Reading D2 22-23 ATG Met	30%	34%
Reading D2 23-24 ATG Met	31%	40%


Annual Typical Growth
i-Ready Reading - By Ethnicity
% Met
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
Asian
Hispanic/Latino
White
Reading D2 22-23 ATG Met
34%
27%
42%
Reading D2 23-24 ATG Met
43%
32%
47%

Data Summary - Reading

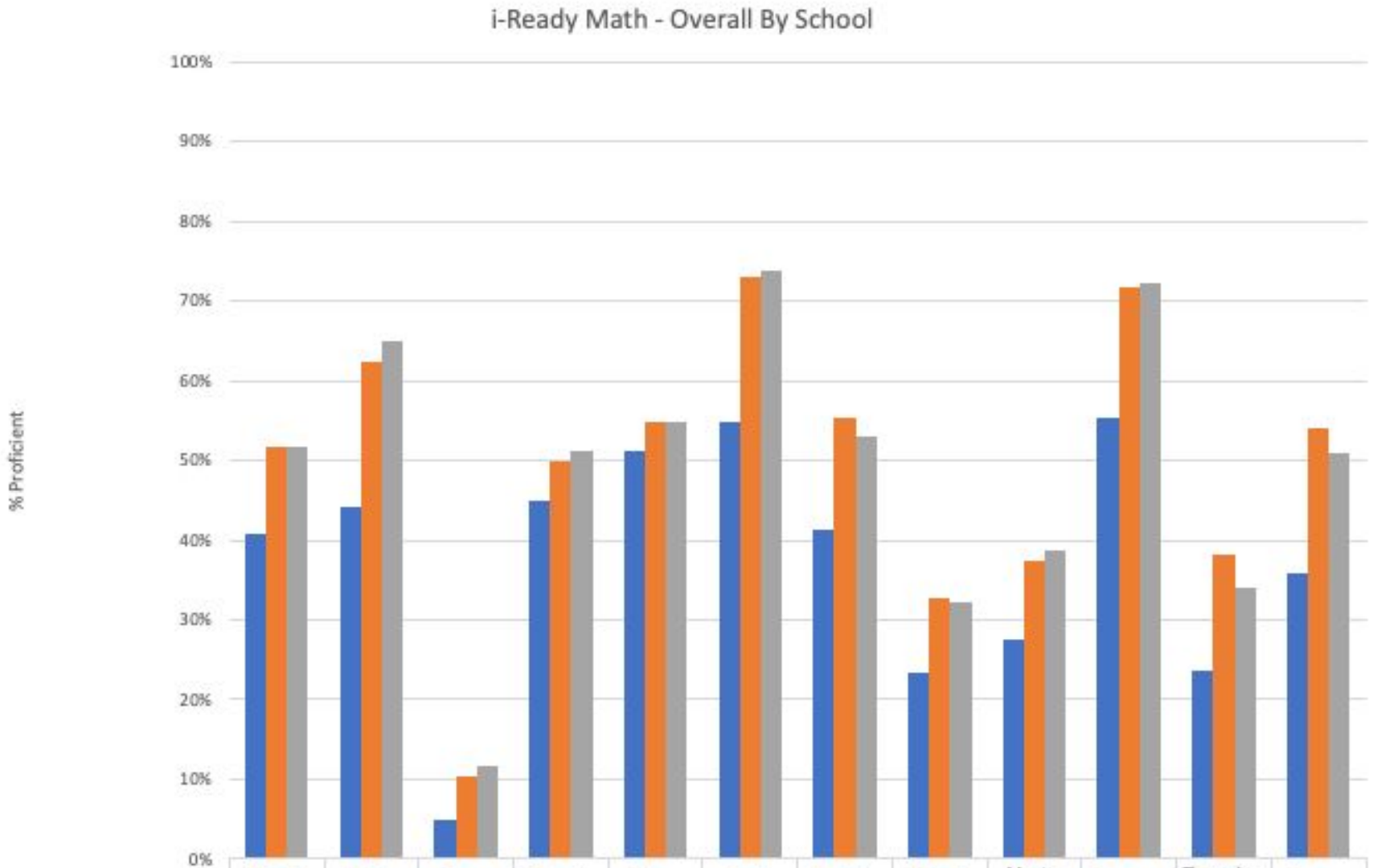
- Overall, 9% point increase from D1 (August) and similar proficiency to December 2022
  - Six schools - CA,LN, MI, ML, VA, GR - increased proficiency compared to December 2022
  - Five schools - BB, IM, LN, ST, VA- have higher proficiency than district average of 58%
  - Kindergarten, 3rd, 5th, and 6th grade show improved proficiency while 7th and 8th grade maintained proficiency compared to December 2022
  - Kindergartners at VA improved most from beginning of the year (38% percent point increase)
  - More 6th graders proficient compared to December 2022

Data Summary - Reading

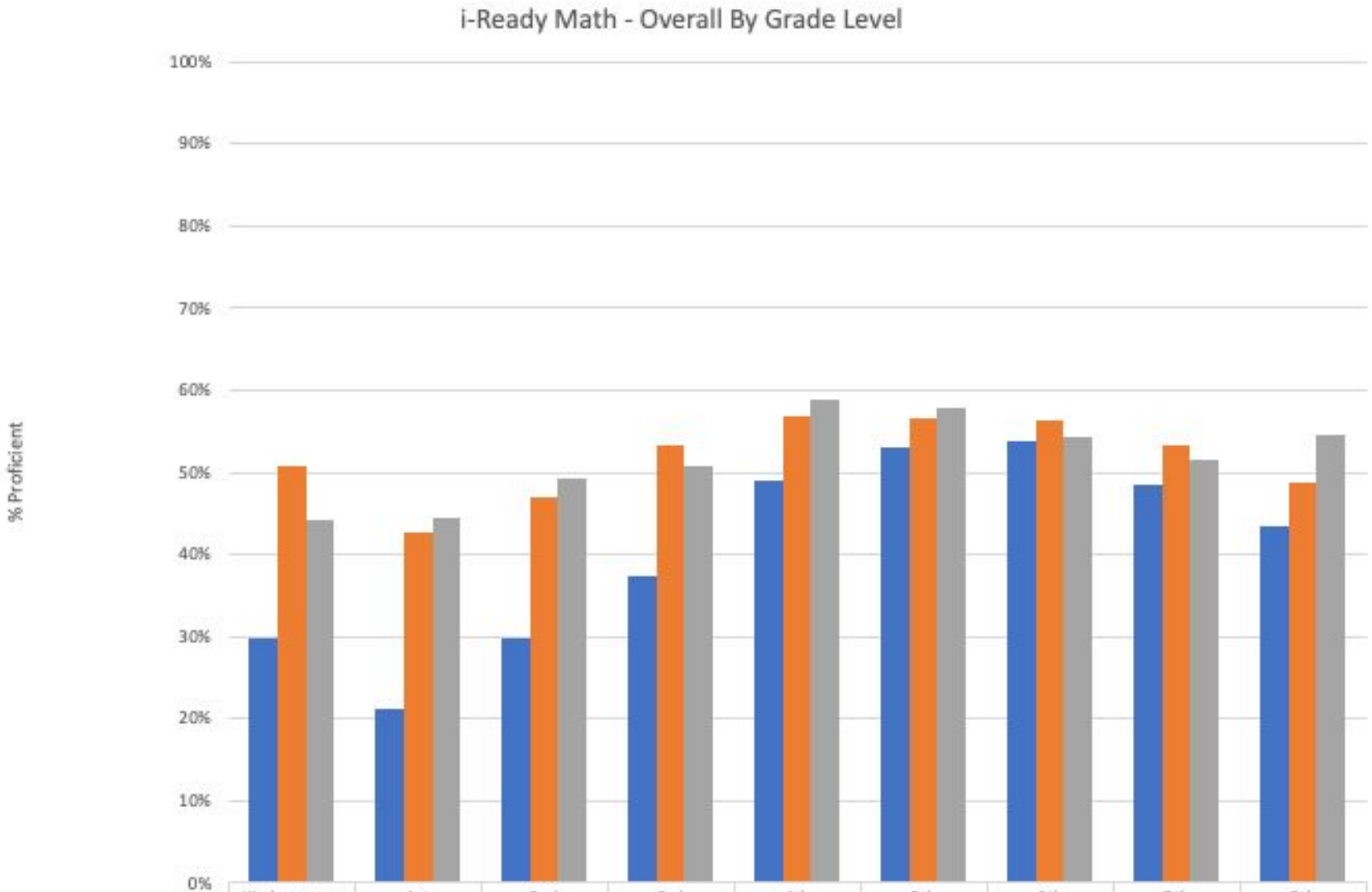
- Subgroup data shows,
  - all subgroups improved proficiency compared to December 2022 except SWD, White (slight decline for both)
  - overall more Els, EOs, RFEPs proficient compared to December 2022
  - no ELs proficient at CR and 1% ELs proficient at GR (LTELs at middle schools)
  - decline in proficiency for RFEPs at CA, IM, VA
  - less proficiency for SWD at CA, MI, ML, TH, CR, GR compared to December 2022
  - most Hispanic/Latino students proficient at ST but decline for Hispanic/Latino students at CA (fewer Hispanic/Latino students at ST than CA)
- Annual Typical Growth data shows more students made progress towards their growth target compared to December 2022 overall, across grade levels, and across schools except at ST (1% less than December 2022)

Mountain View
Whisman
School District

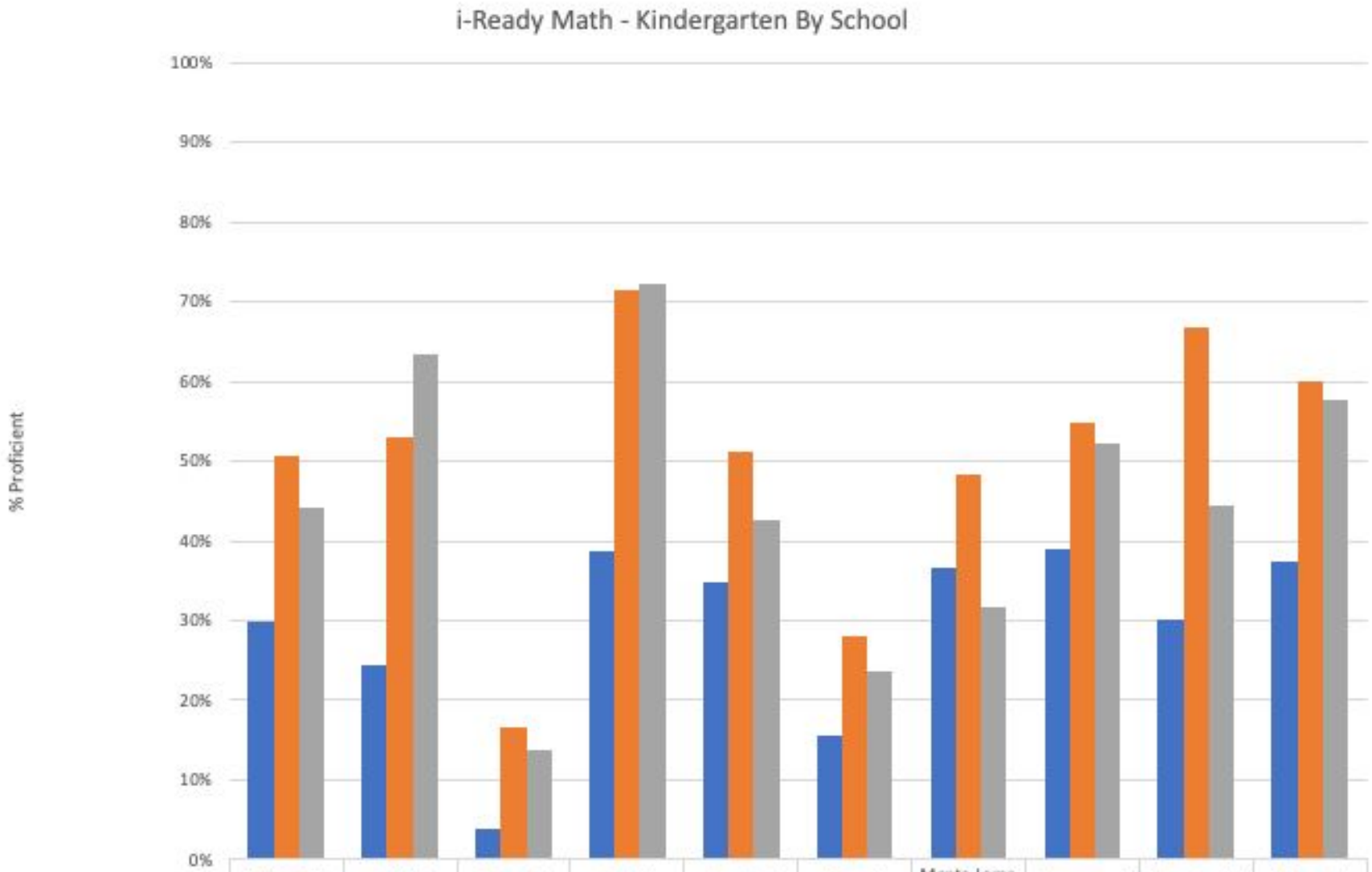
What Does The Math Data Show?



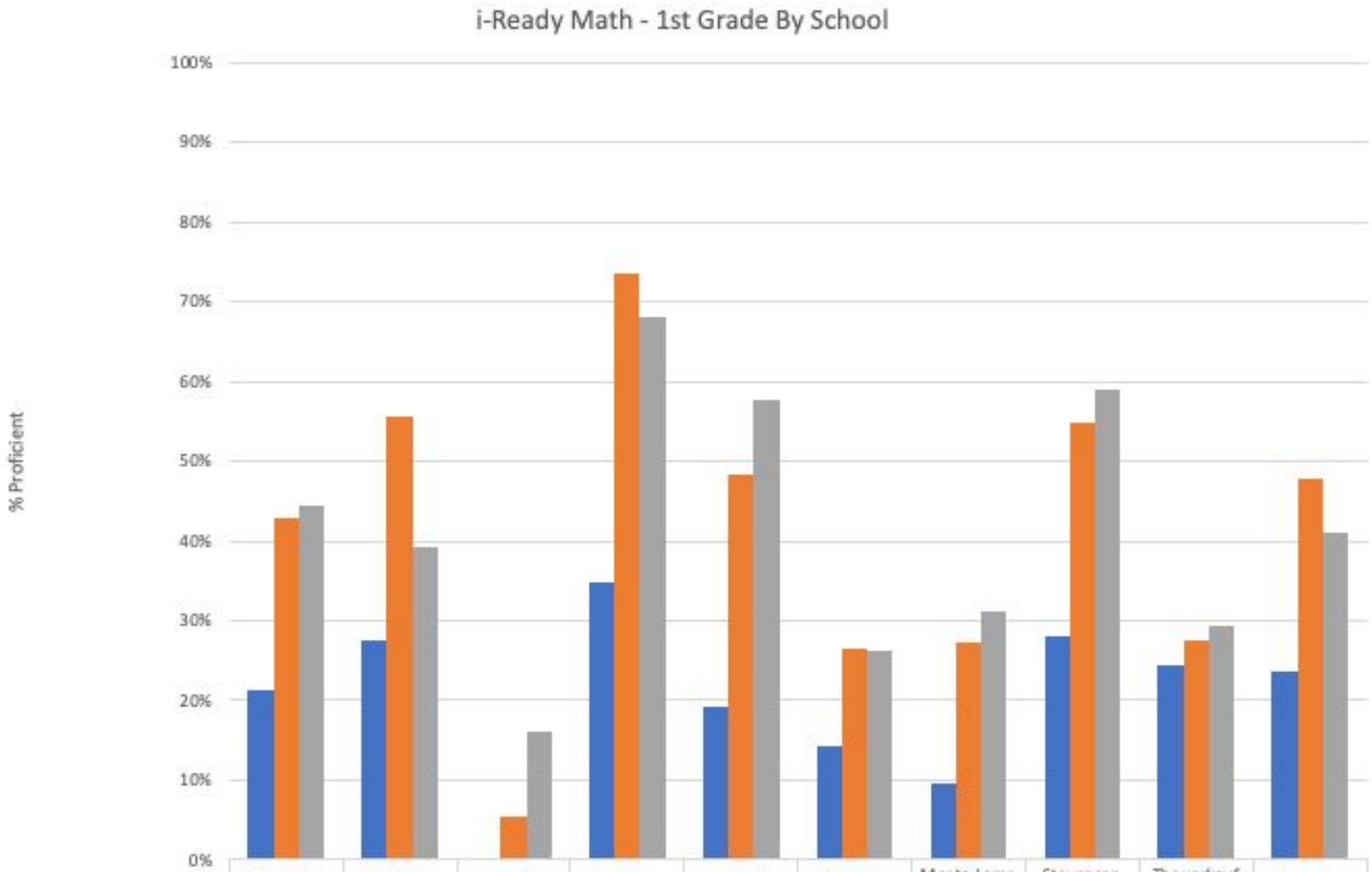
	MVWSD	Bubb	Castro	Crittenden	Graham	Imai	Landels	Mistral	Monta Loma	Stevenson	Theuerkauf	Vargas
Math D1 23-24 Proficient	41%	44%	5%	45%	51%	55%	41%	23%	28%	55%	24%	36%
Math D2 23-24 Proficient	52%	62%	10%	50%	55%	73%	55%	33%	38%	72%	38%	54%
Math D2 22-23 Proficient	52%	65%	12%	51%	55%	74%	53%	32%	39%	72%	34%	51%



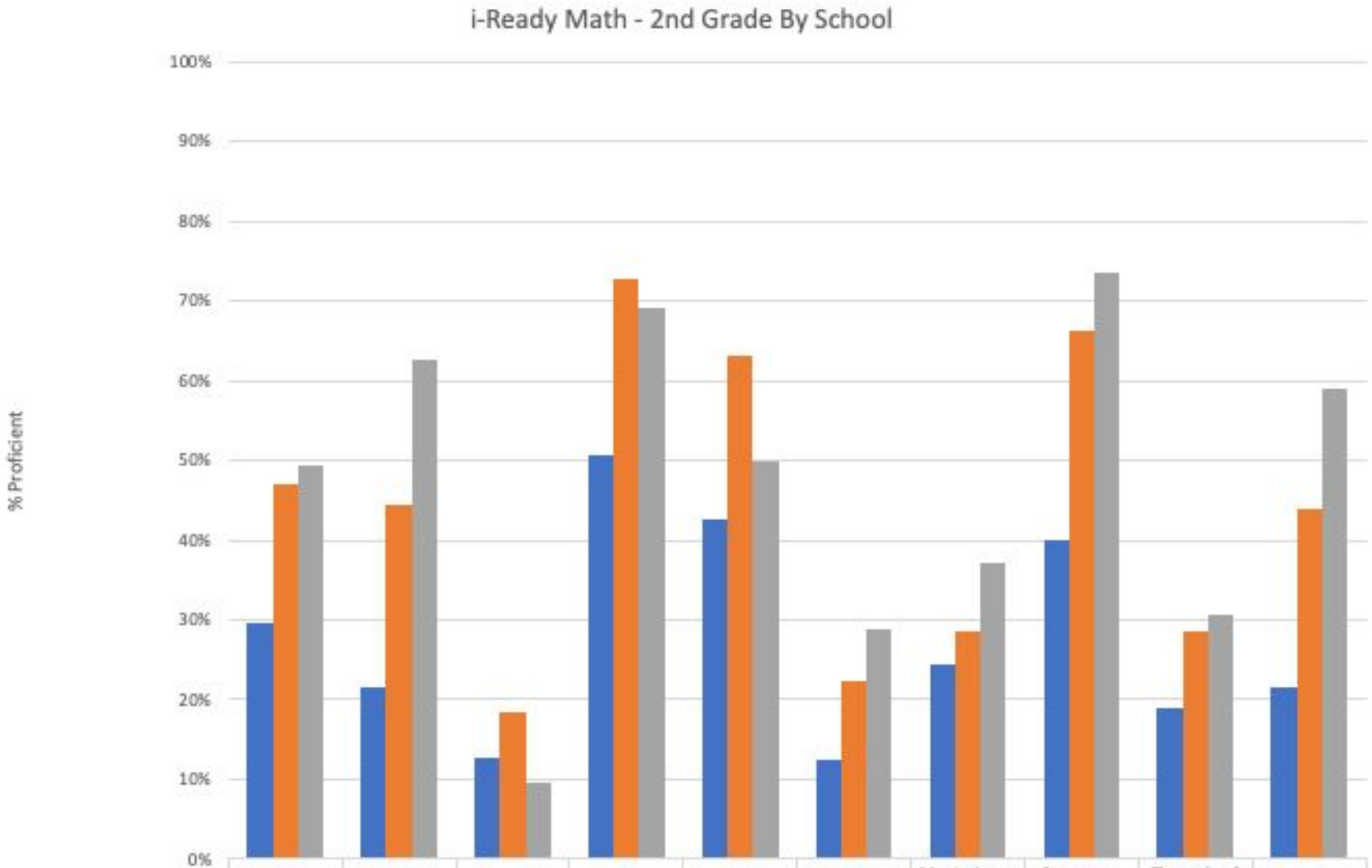
	Kindergarten	1st	2nd	3rd	4th	5th	6th	7th	8th
Math D1 23-24 Proficient	30%	21%	30%	37%	49%	53%	54%	49%	44%
Math D2 23-24 Proficient	51%	43%	47%	53%	57%	57%	56%	53%	49%
Math D2 22-23 Proficient	44%	44%	49%	51%	59%	58%	54%	52%	55%



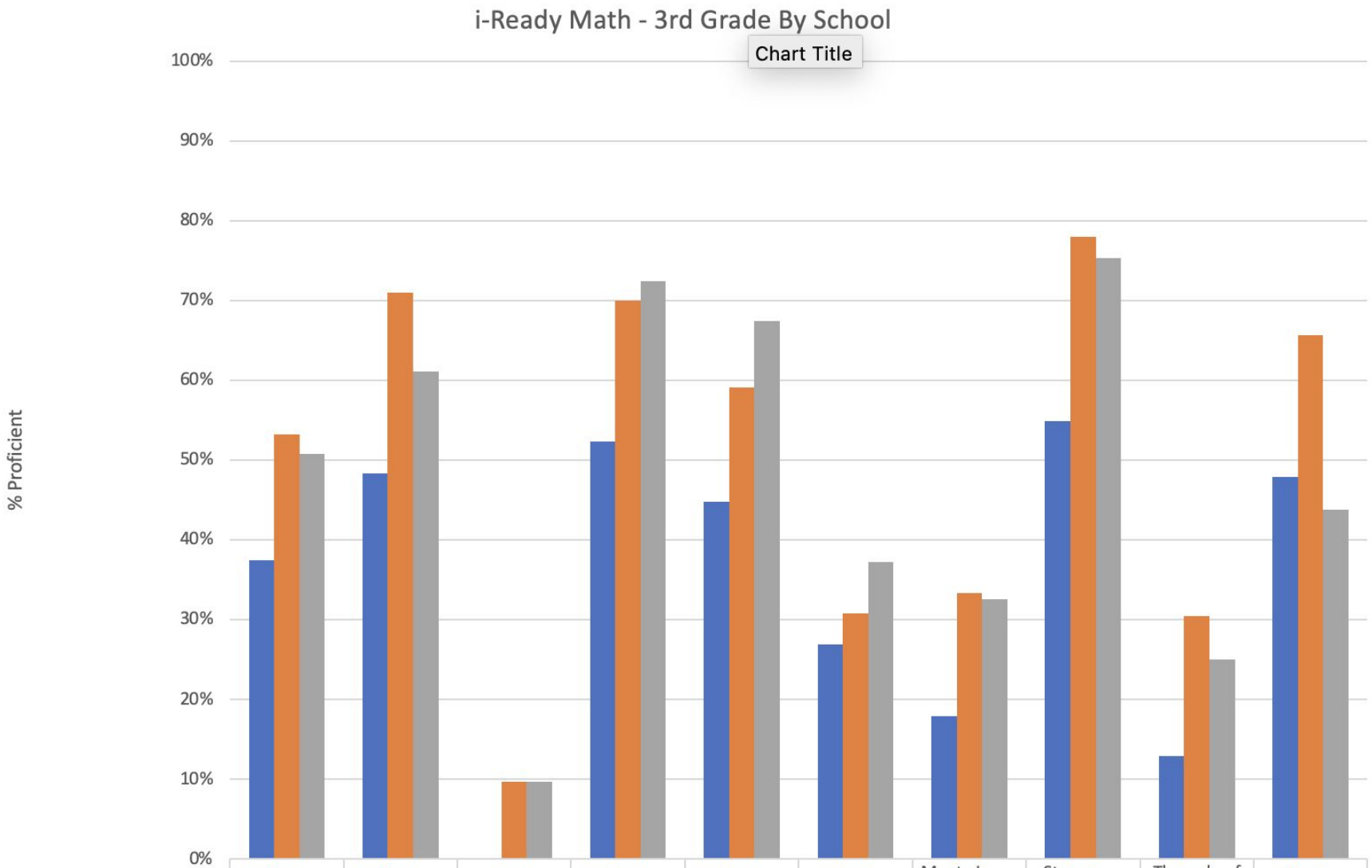
	MVWSD K	Bubb K	Castro K	Imai K	Landels K	Mistral K	Monta Loma K	Stevenson K	Theuerkauf K	Vargas K
Math D1 23-24 Proficient	30%	24%	4%	39%	35%	16%	37%	39%	30%	38%
Math D2 23-24 Proficient	51%	53%	17%	71%	51%	28%	48%	55%	67%	60%
Math D2 22-23 Proficient	44%	63%	14%	72%	43%	24%	32%	52%	44%	58%



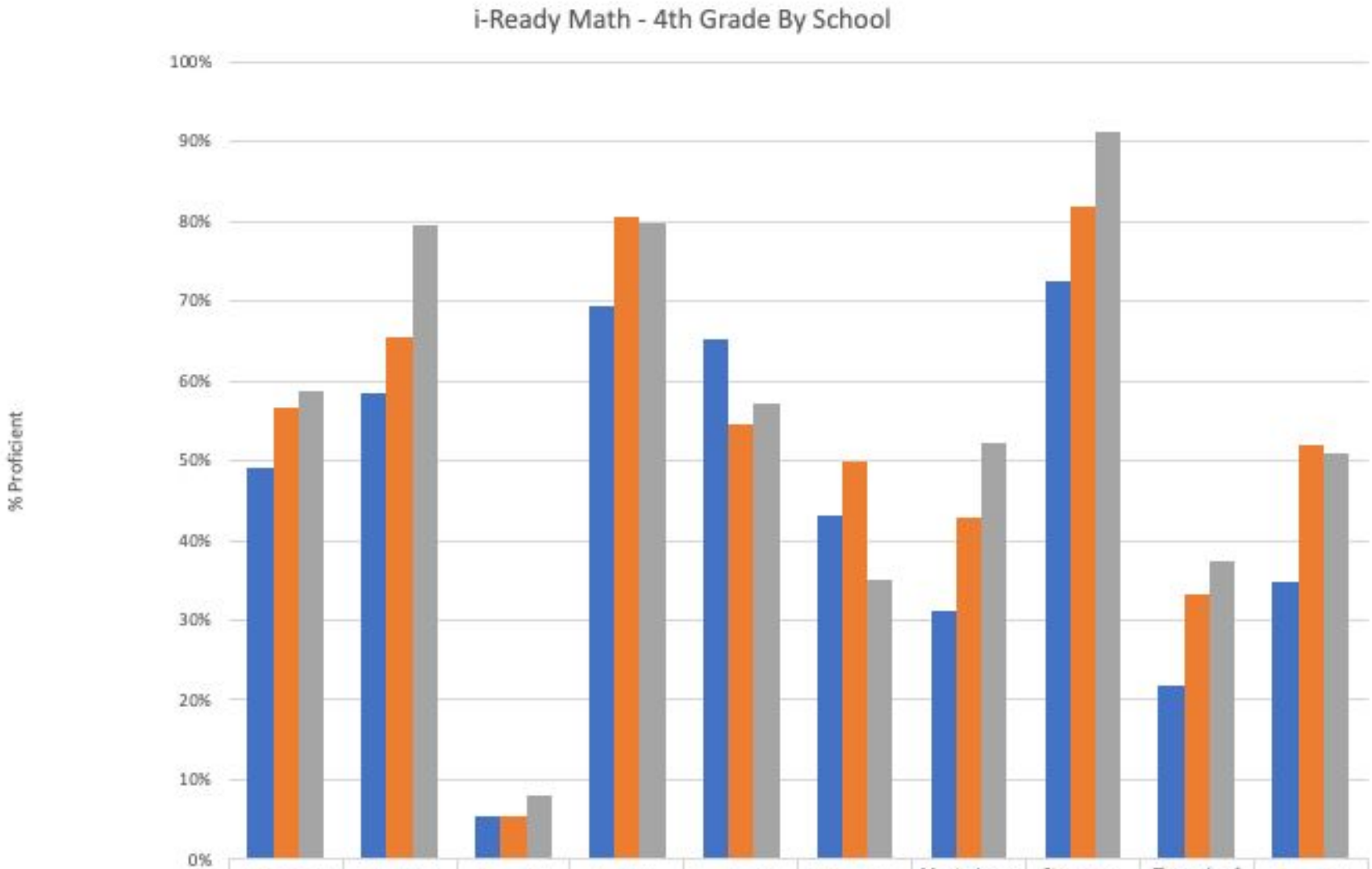
	MVWSD 1st	Bubb 1st	Castro 1st	Imai 1st	Landels 1st	Mistral 1st	Monta Loma 1st	Stevenson 1st	Theuerkauf 1st	Vargas 1st
Math D1 23-24 Proficient	21%	28%	0%	35%	19%	14%	10%	28%	24%	24%
Math D2 23-24 Proficient	43%	56%	6%	73%	48%	26%	27%	55%	28%	48%
Math D2 22-23 Proficient	44%	39%	16%	68%	58%	26%	31%	59%	29%	41%



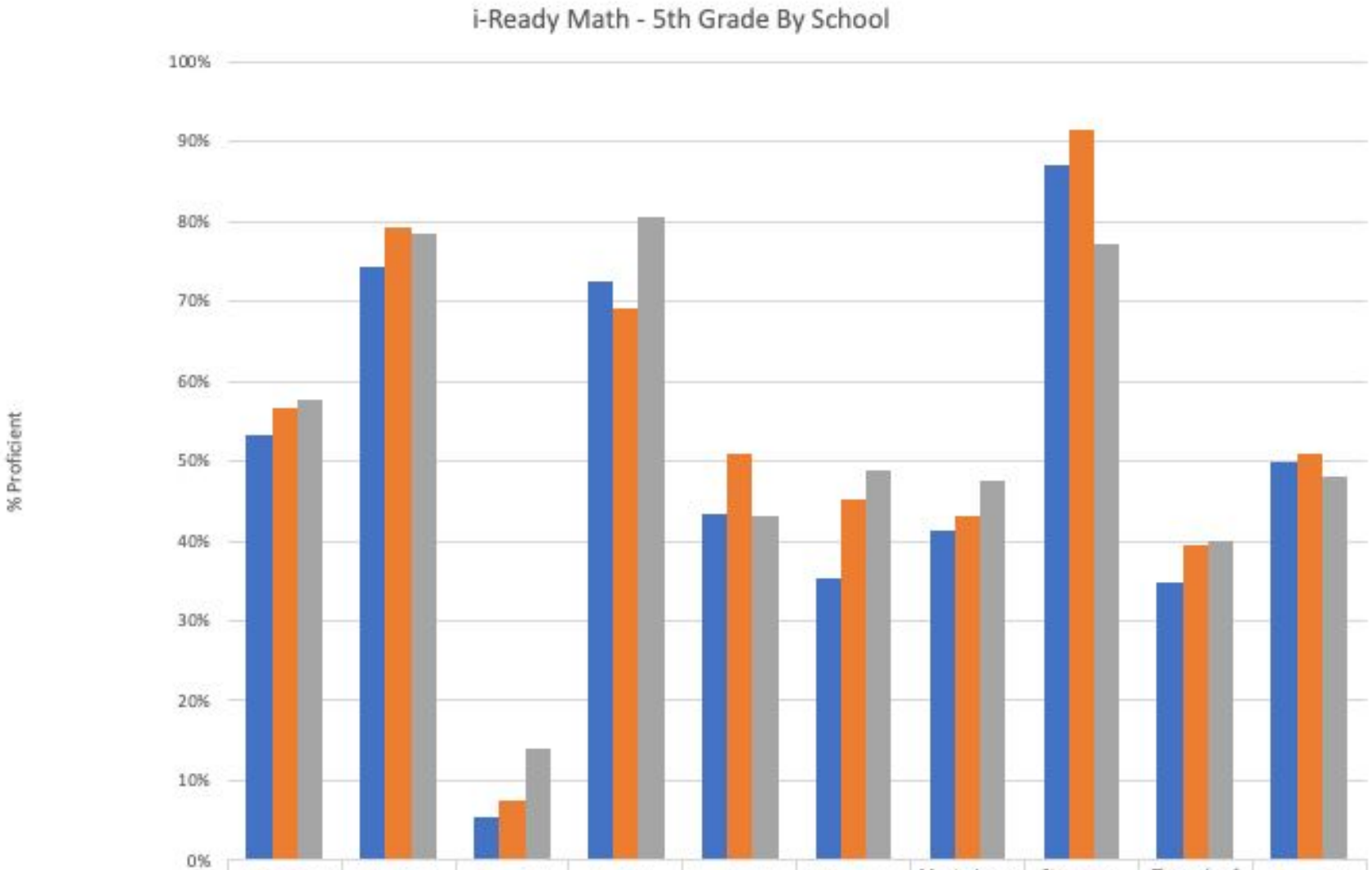
	MVWSD 2nd	Bubb 2nd	Castro 2nd	Imai 2nd	Landels 2nd	Mistral 2nd	Monta Loma 2nd	Stevenson 2nd	Theuerkauf 2nd	Vargas 2nd
Math D1 23-24 Proficient	30%	21%	13%	51%	43%	13%	24%	40%	19%	22%
Math D2 23-24 Proficient	47%	44%	18%	73%	63%	22%	29%	66%	29%	44%
Math D2 22-23 Proficient	49%	63%	10%	69%	50%	29%	37%	74%	31%	59%



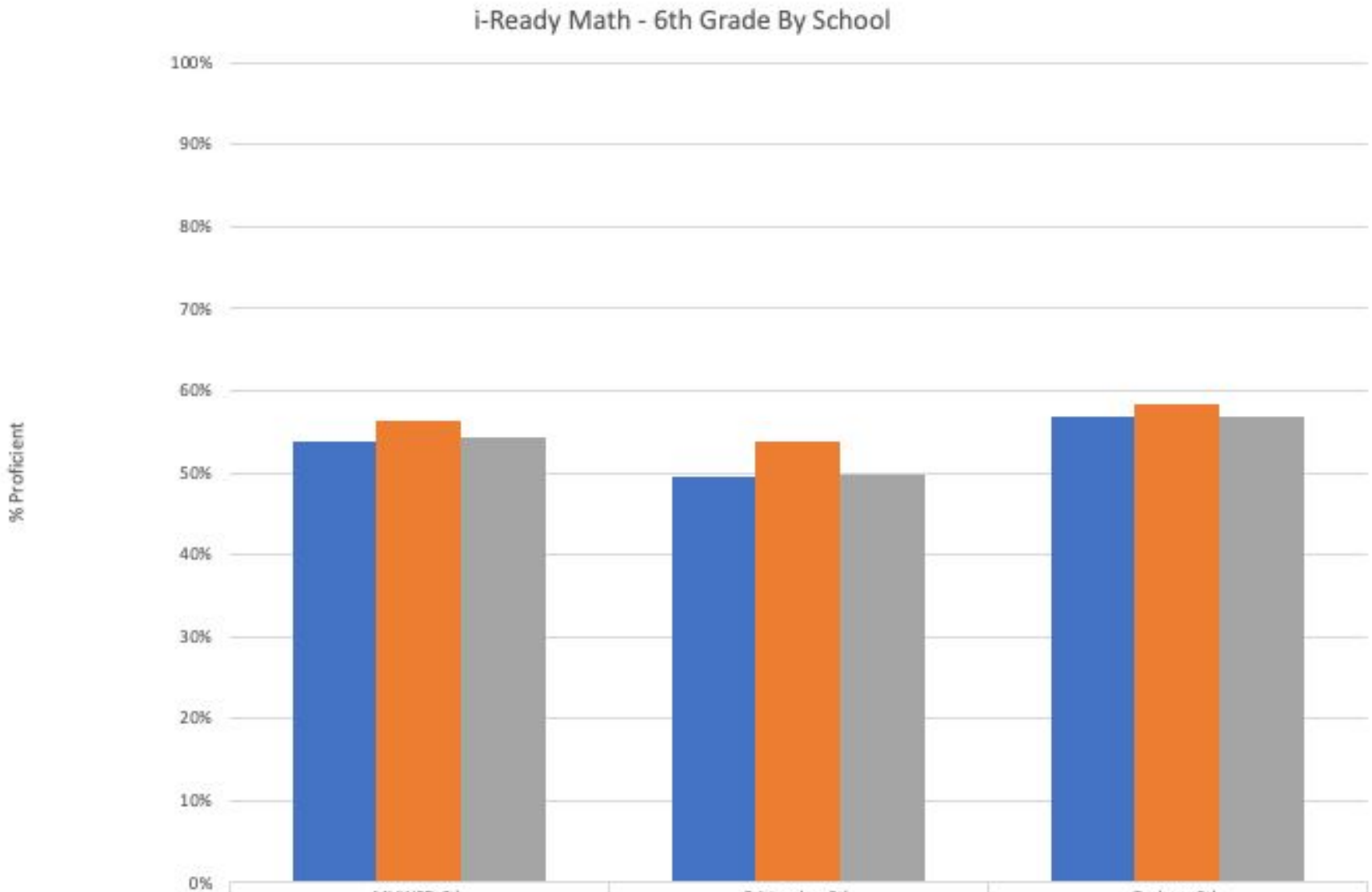
	MVWSD 3rd	Bubb 3rd	Castro 3rd	Imai 3rd	Landels 3rd	Mistral 3rd	Monta Loma 3rd	Stevenson 3rd	Theuerkauf 3rd	Vargas 3rd
Math D1 23-24 Proficient	37%	48%	0%	52%	45%	27%	18%	55%	13%	48%
Math D2 23-24 Proficient	53%	71%	10%	70%	59%	31%	33%	78%	31%	66%
Math D2 22-23 Proficient	51%	61%	10%	72%	67%	37%	33%	75%	25%	44%



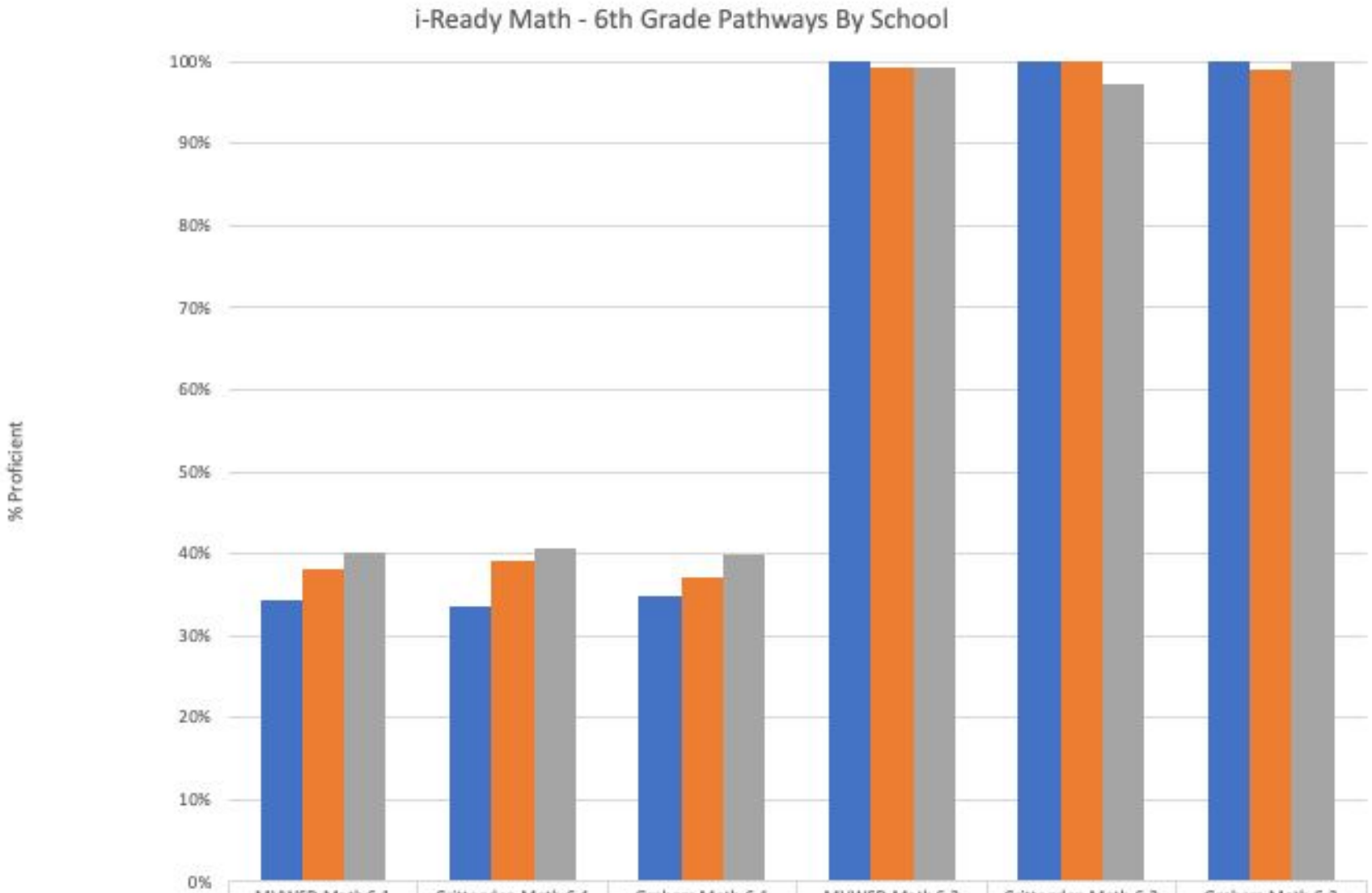
	MVWSD 4th	Bubb 4th	Castro 4th	Imai 4th	Landels 4th	Mistral 4th	Monta Loma 4th	Stevenson 4th	Theuerkauf 4th	Vargas 4th
Math D1 23-24 Proficient	49%	58%	5%	69%	65%	43%	31%	73%	22%	35%
Math D2 23-24 Proficient	57%	65%	6%	81%	55%	50%	43%	82%	33%	52%
Math D2 22-23 Proficient	59%	79%	8%	80%	57%	35%	52%	91%	38%	51%



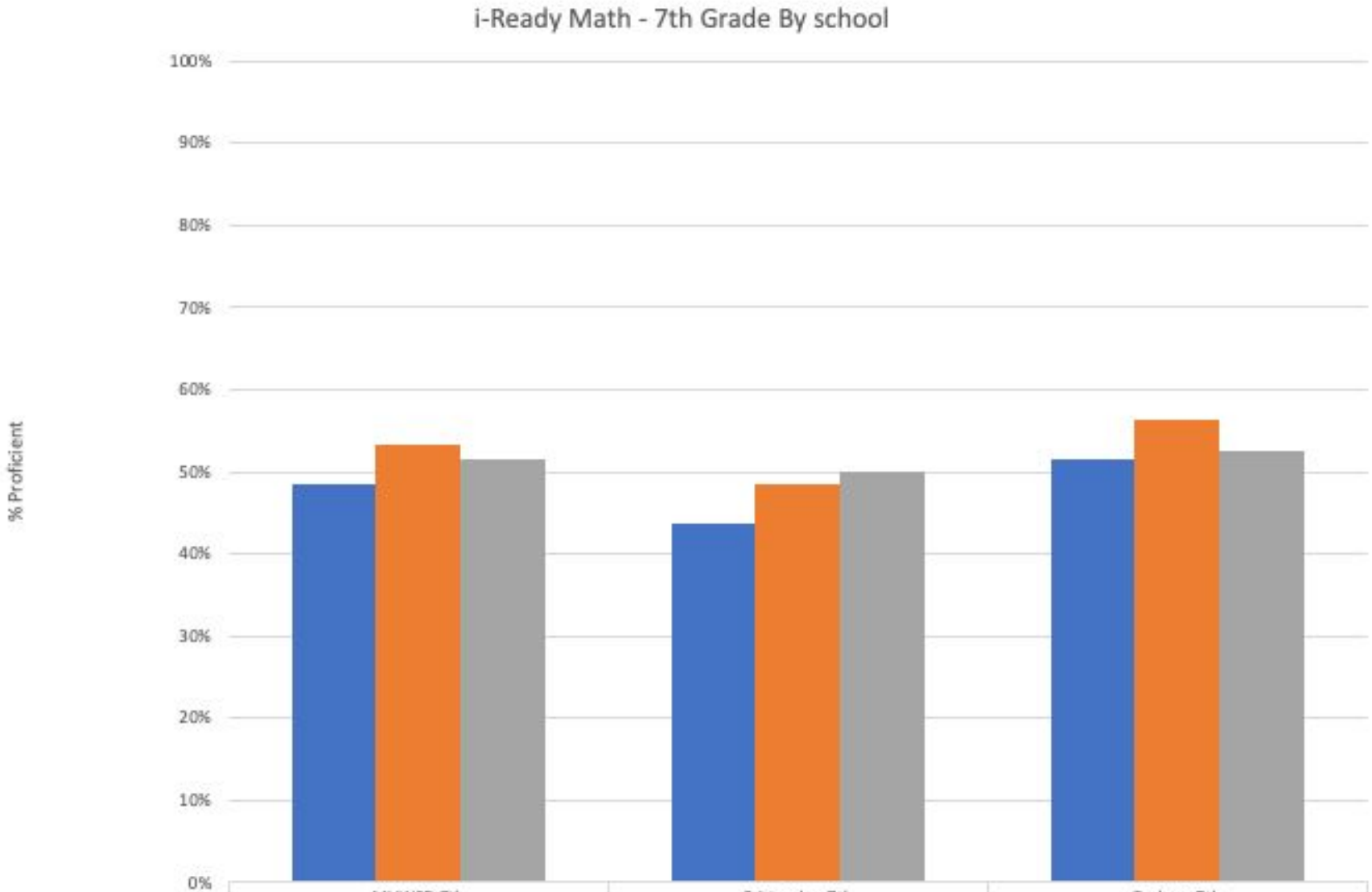
	MVWSD 5th	Bubb 5th	Castro 5th	Imai 5th	Landels 5th	Mistral 5th	Monta Loma 5th	Stevenson 5th	Theuerkauf 5th	Vargas 5th
Math D1 23-24 Proficient	53%	74%	6%	72%	43%	35%	41%	87%	35%	50%
Math D2 23-24 Proficient	57%	79%	8%	69%	51%	45%	43%	91%	40%	51%
Math D2 22-23 Proficient	58%	78%	14%	81%	43%	49%	48%	77%	40%	48%



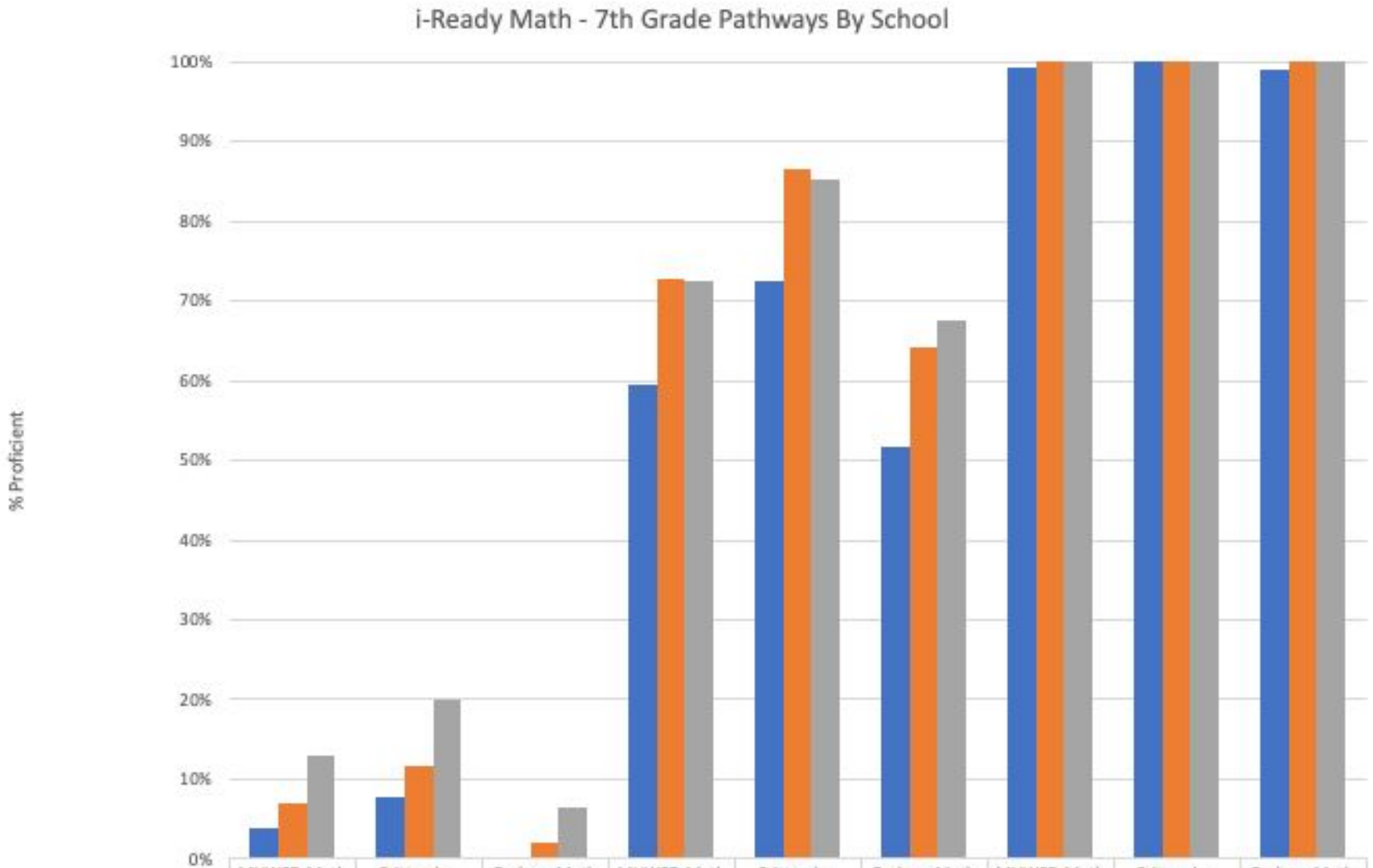
	MVWSD 6th	Crittenden 6th	Graham 6th
Math D1 23-24 Proficient	54%	49%	57%
Math D2 23-24 Proficient	56%	54%	58%
Math D2 22-23 Proficient	54%	50%	57%



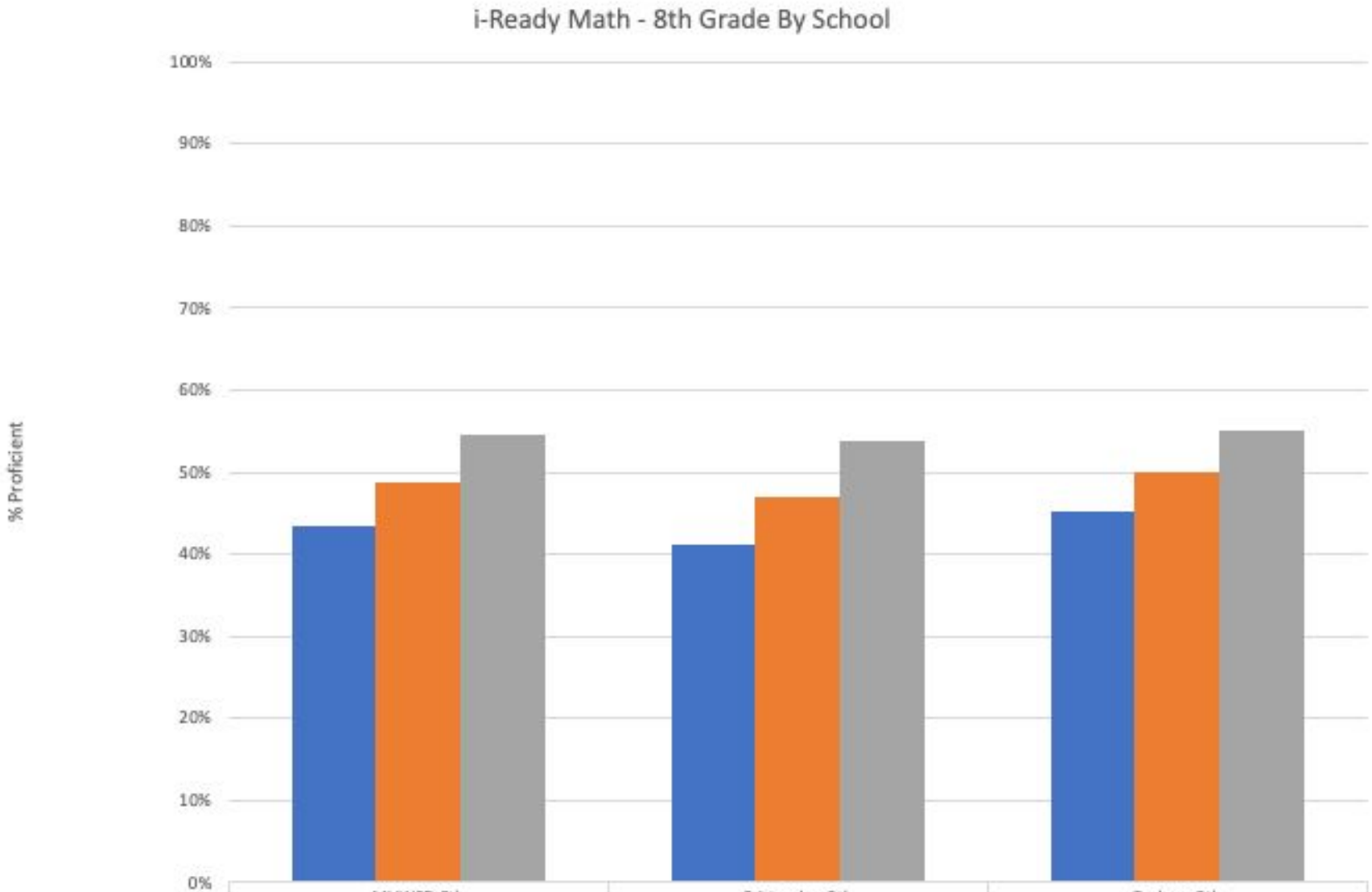
	MVWSD Math 6.1	Crittenden Math 6.1	Graham Math 6.1	MVWSD Math 6.2	Crittenden Math 6.2	Graham Math 6.2
Math D1 23-24 Proficient	34%	34%	35%	100%	100%	100%
Math D2 23-24 Proficient	38%	39%	37%	99%	100%	99%
Math D2 22-23 Proficient	40%	41%	40%	99%	97%	100%



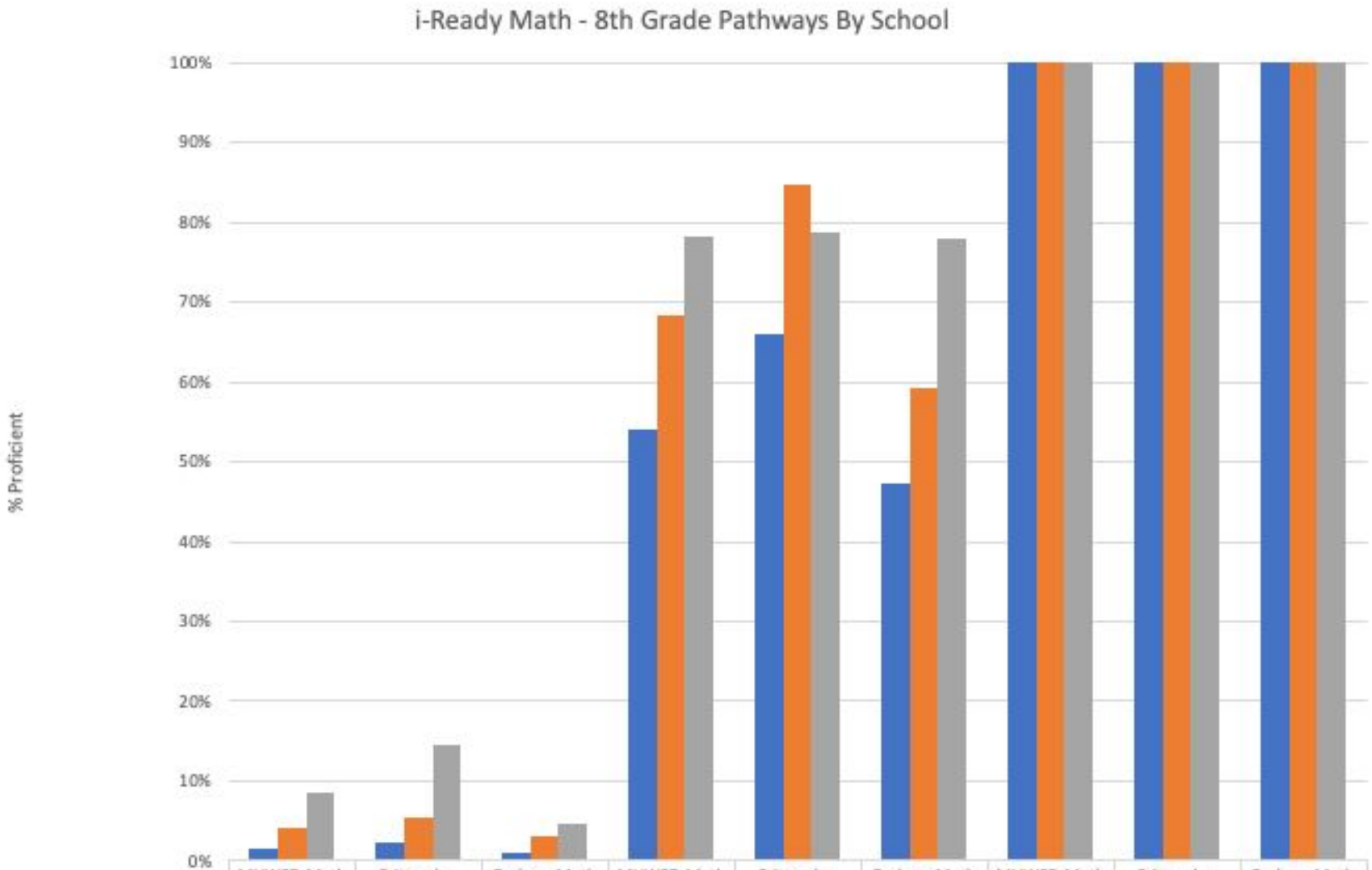
	MVWSD 7th	Crittenden 7th	Graham 7th
Math D1 23-24 Proficient	49%	44%	51%
Math D2 23-24 Proficient	53%	48%	56%
Math D2 22-23 Proficient	52%	50%	53%



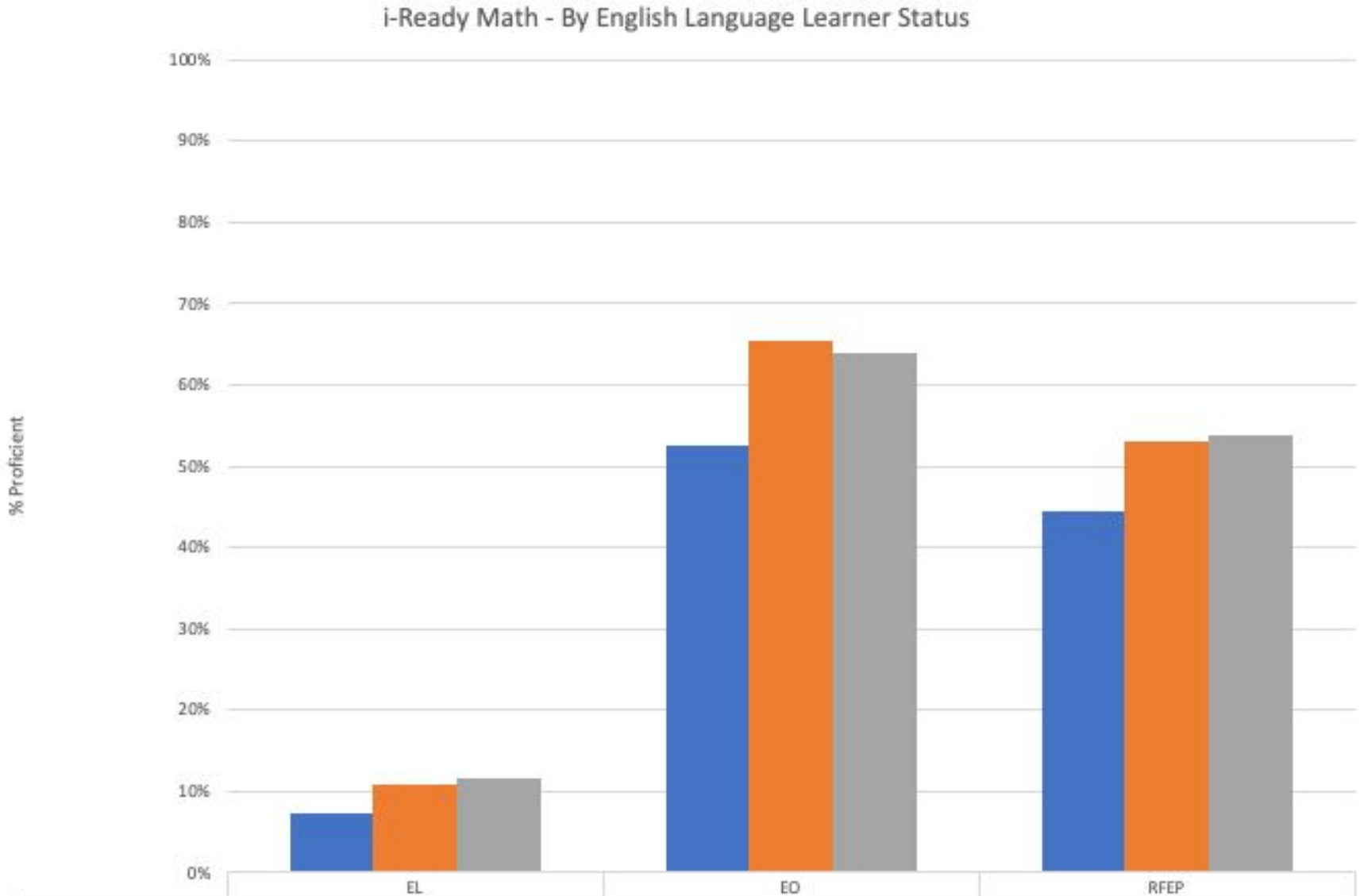
	MVWSD Math 7.0	Crittenden Math 7.0	Graham Math 7.0	MVWSD Math 7.1	Crittenden Math 7.1	Graham Math 7.1	MVWSD Math 7.2	Crittenden Math 7.2	Graham Math 7.2
Math D1 23-24 Proficient	4%	8%	0%	59%	73%	52%	99%	100%	99%
Math D2 23-24 Proficient	7%	12%	2%	73%	87%	64%	100%	100%	100%
Math D2 22-23 Proficient	13%	20%	6%	73%	85%	67%	100%	100%	100%



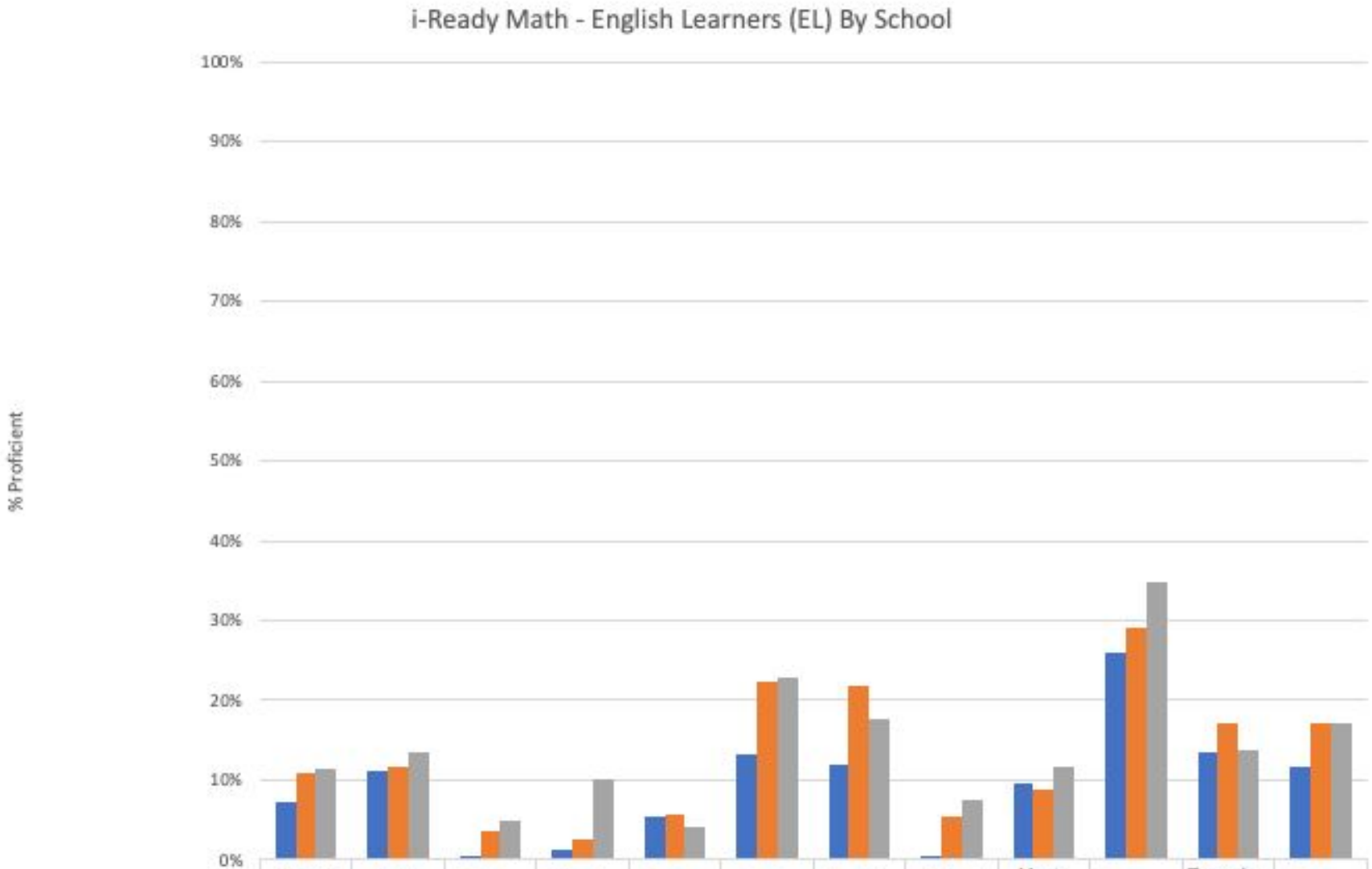
	MVWSD 8th	Crittenden 8th	Graham 8th
Math D1 23-24 Proficient	44%	41%	45%
Math D2 23-24 Proficient	49%	47%	50%
Math D2 22-23 Proficient	55%	54%	55%



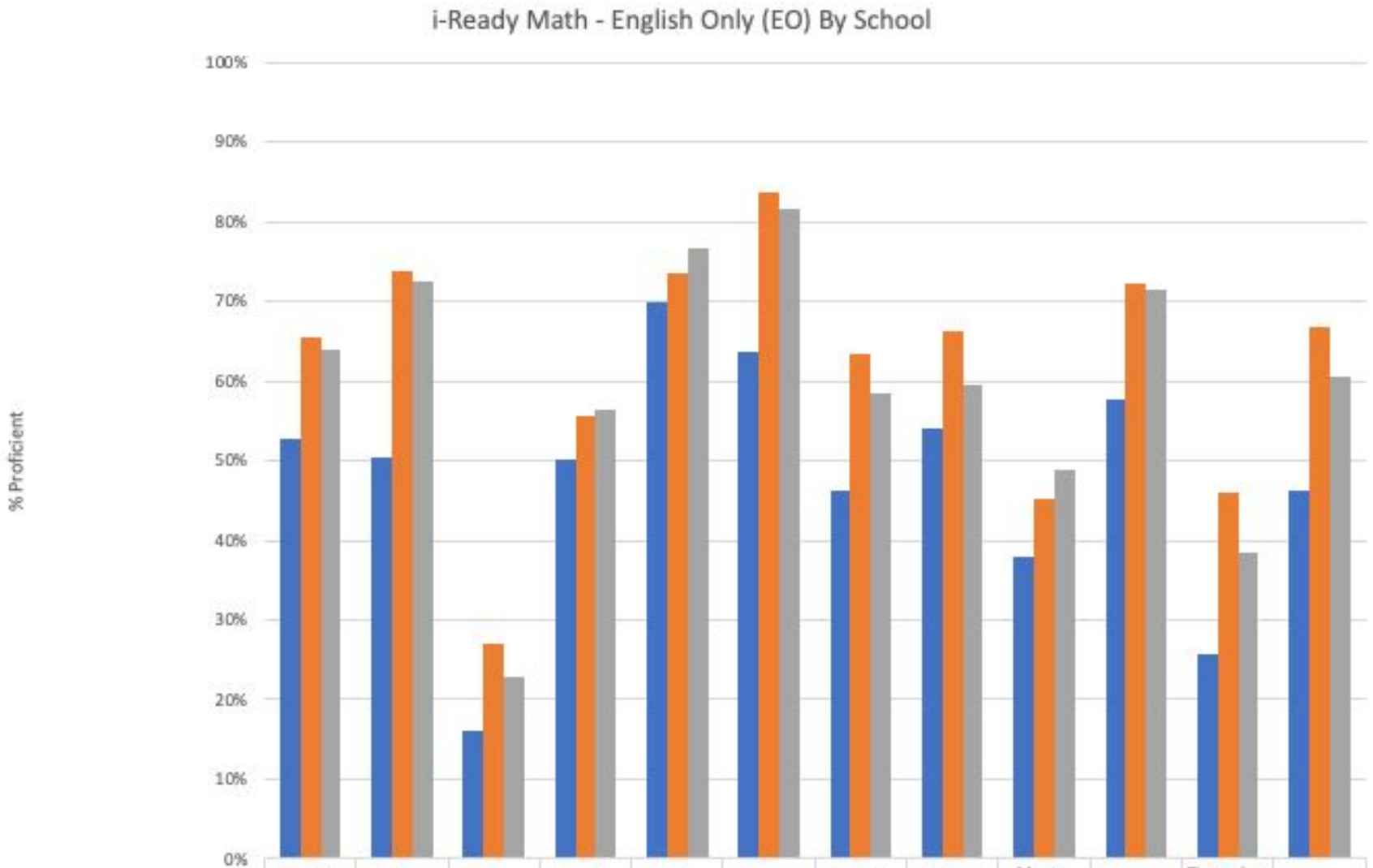
	MVWSD Math 8.0	Crittenden Math 8.0	Graham Math 8.0	MVWSD Math 8.1	Crittenden Math 8.1	Graham Math 8.1	MVWSD Math 8.2	Crittenden Math 8.2	Graham Math 8.2
Math D1 23-24 Proficient	2%	2%	1%	54%	66%	47%	100%	100%	100%
Math D2 23-24 Proficient	4%	5%	3%	68%	85%	59%	100%	100%	100%
Math D2 22-23 Proficient	9%	15%	5%	78%	79%	78%	100%	100%	100%



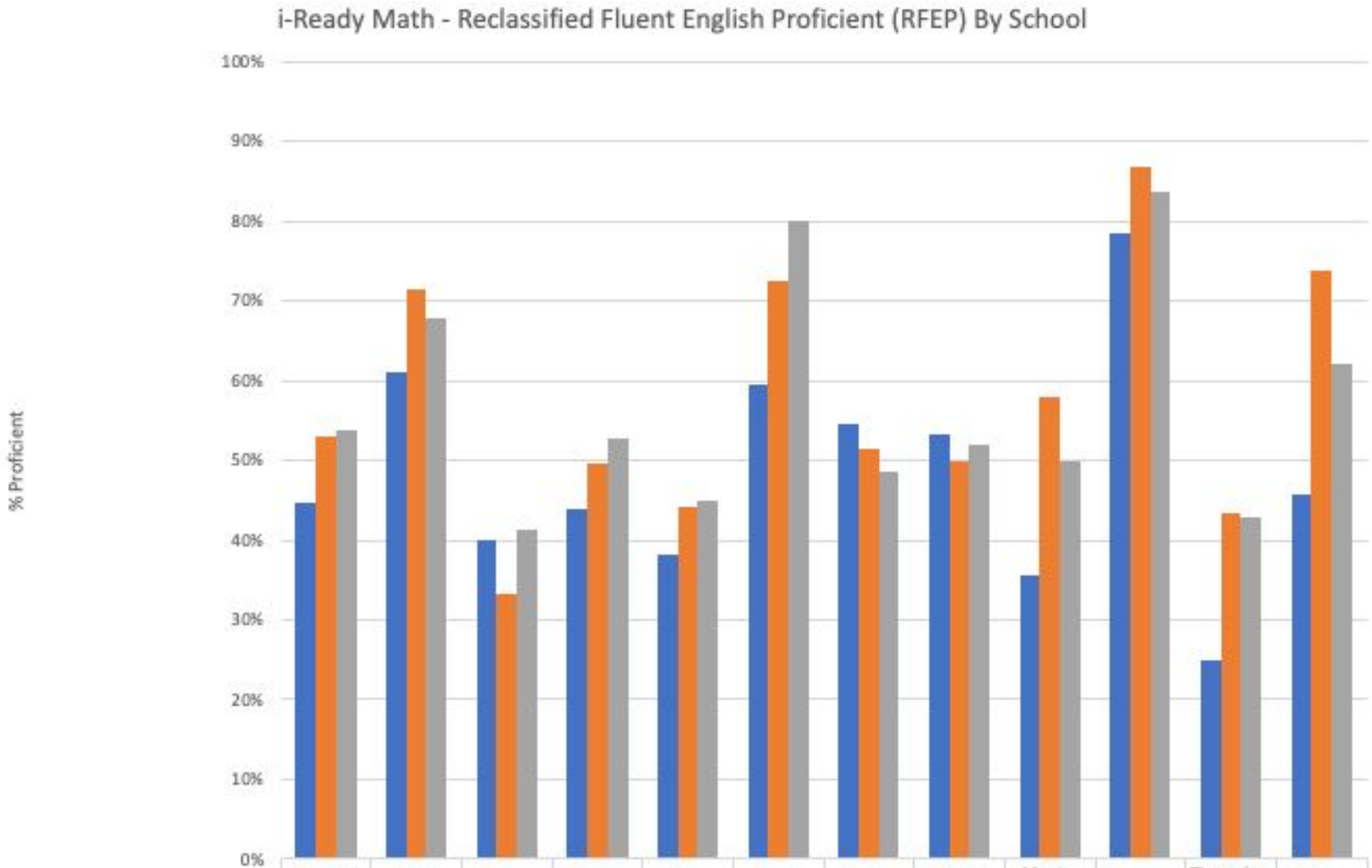
	EL	EO	RFEP
Math D1 23-24 Proficient	7%	53%	45%
Math D2 23-24 Proficient	11%	65%	53%
Math D2 22-23 Proficient	11%	64%	54%



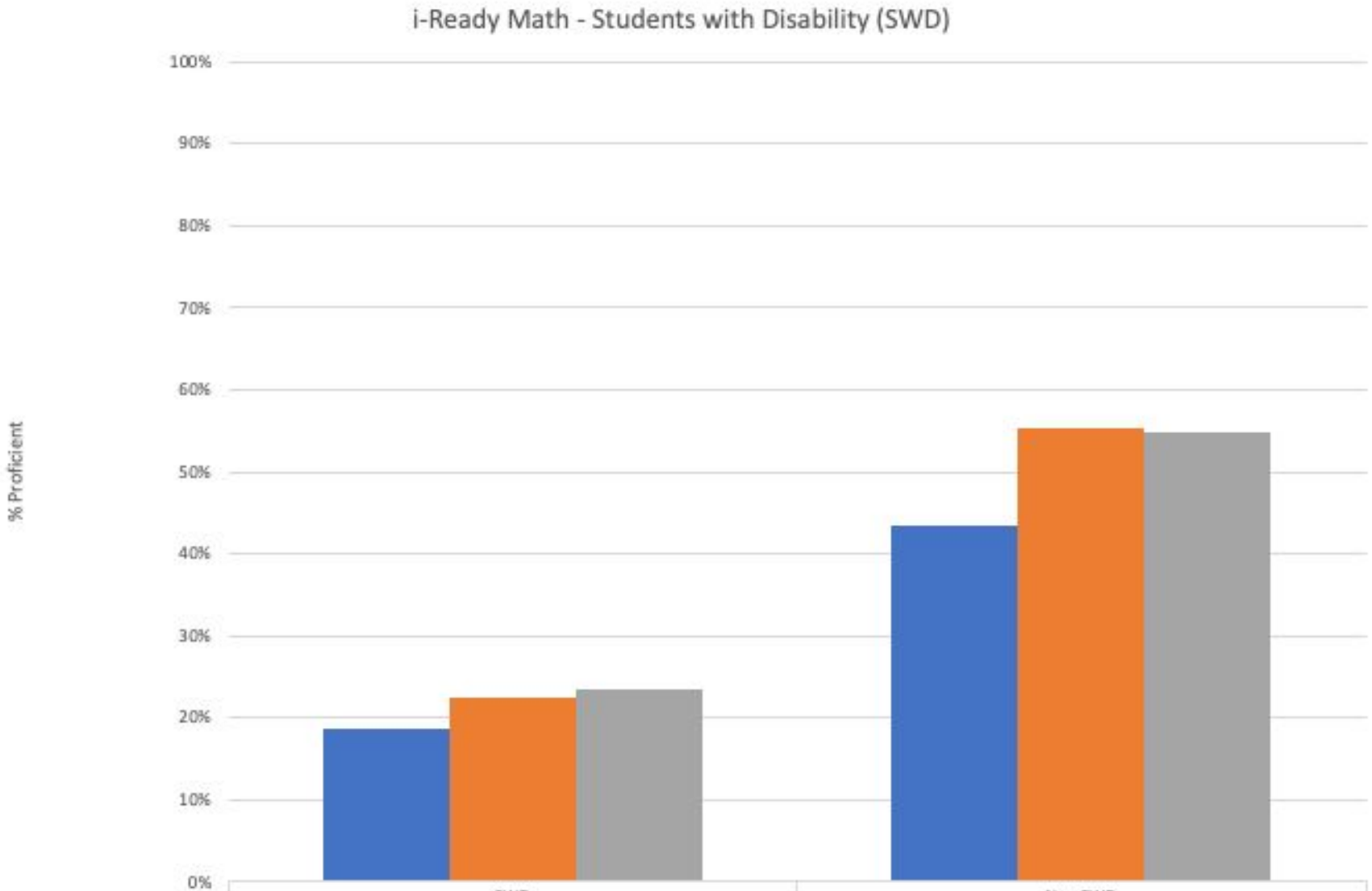
	MVWSD	Bubb	Castro	Crittenden	Graham	Imai	Landels	Mistral	Monta Loma	Stevenson	Theuerkauf	Vargas
Math D1 23-24 Proficient - EL	7%	11%	1%	1%	5%	13%	12%	1%	10%	26%	13%	12%
Math D2 23-24 Proficient - EL	11%	12%	4%	3%	6%	22%	22%	5%	9%	29%	17%	17%
Math D2 22-23 Proficient - EL	11%	13%	5%	10%	4%	23%	18%	8%	12%	35%	14%	17%



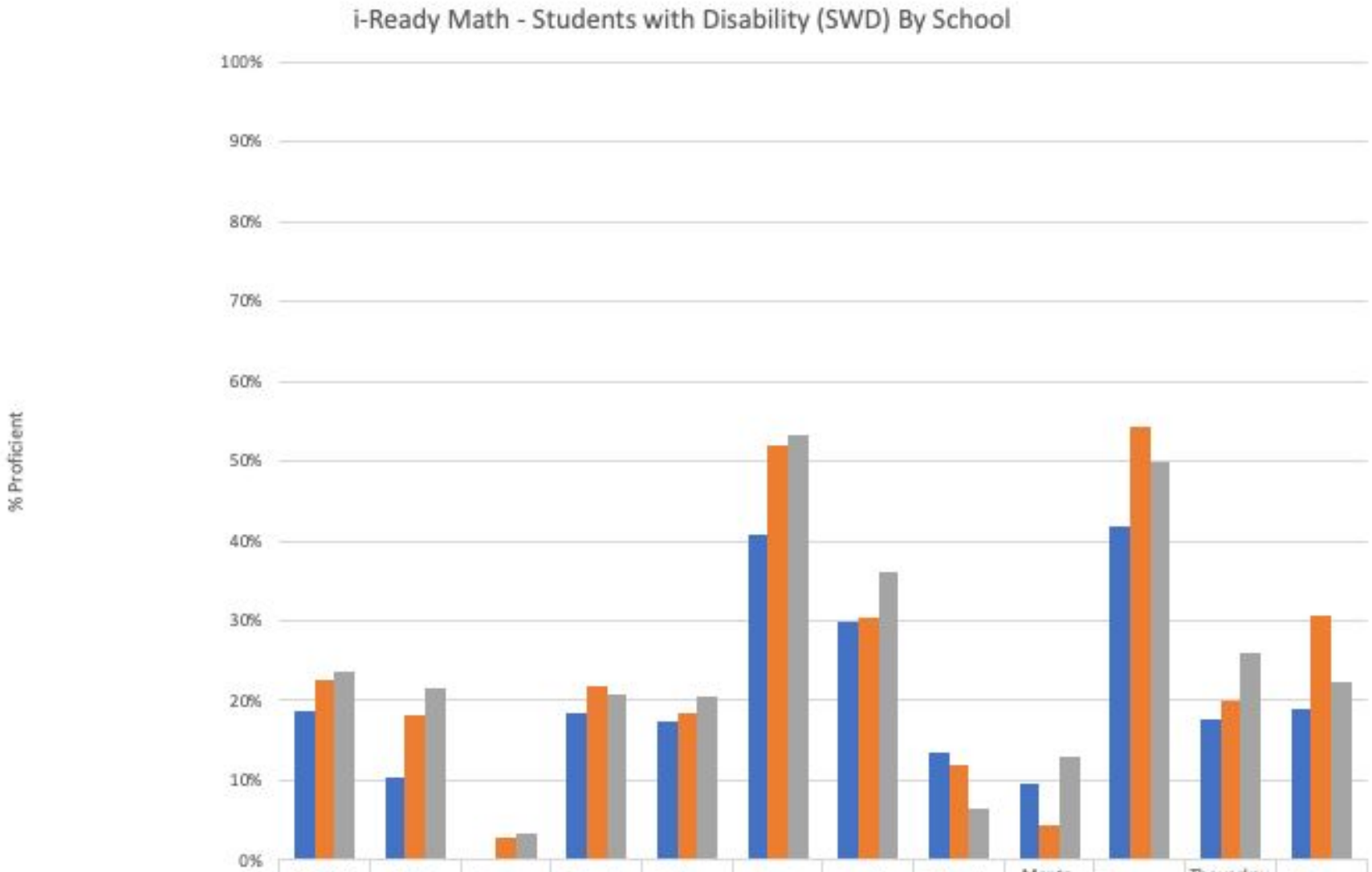
	MVWSD	Bubb	Castro	Crittenden	Graham	Imai	Landels	Mistral	Monta Loma	Stevenson	Theuerkauf	Vargas
Math D1 23-24 Proficient - EO	53%	50%	16%	50%	70%	64%	46%	54%	38%	58%	26%	46%
Math D2 23-24 Proficient - EO	65%	74%	27%	56%	74%	84%	63%	66%	45%	72%	46%	67%
Math D2 22-23 Proficient - EO	64%	72%	23%	56%	77%	81%	58%	60%	49%	71%	38%	61%



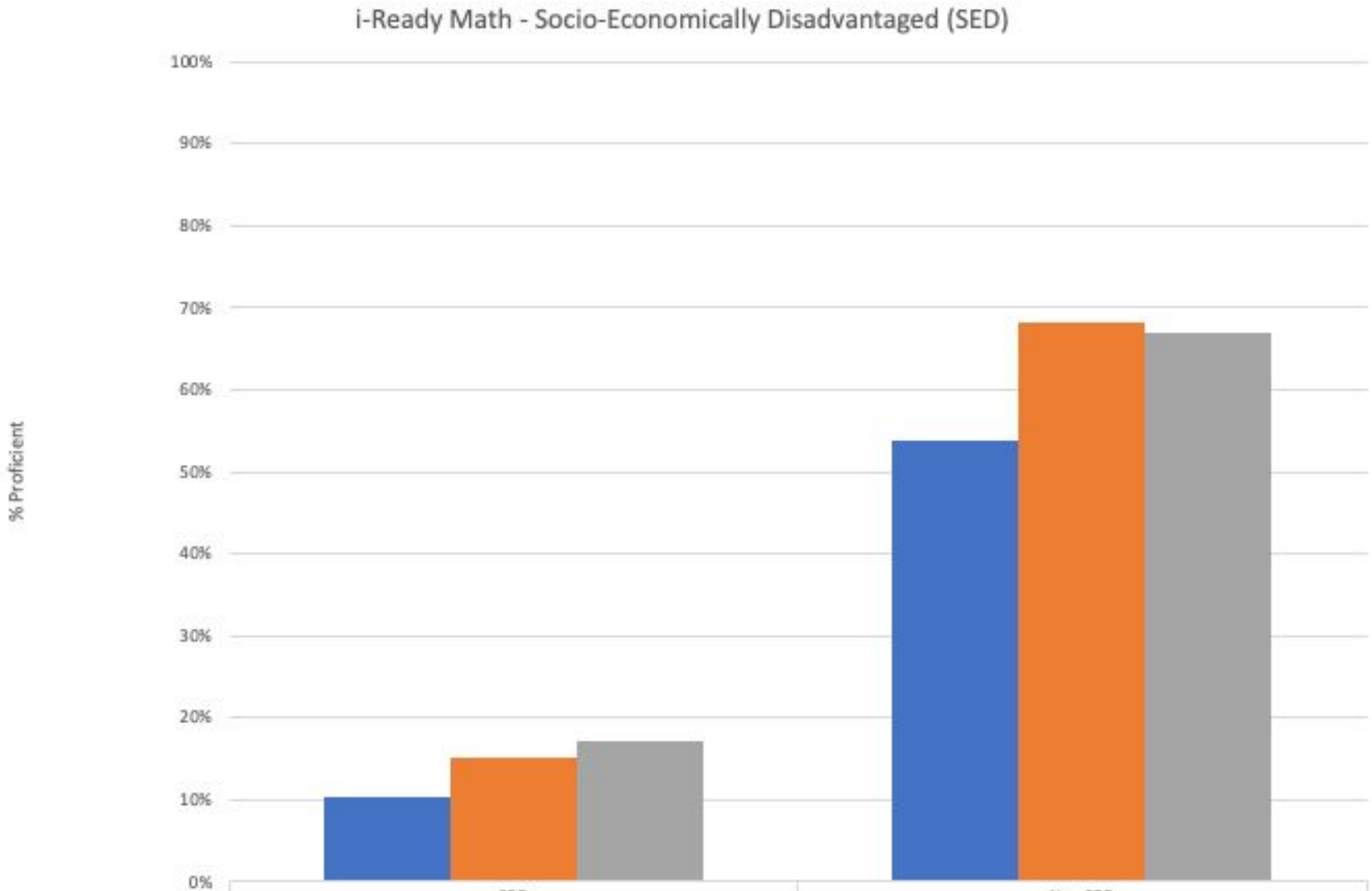
	MVWSD	Bubb	Castro	Crittenden	Graham	Imai	Landels	Mistral	Monta Loma	Stevenson	Theuerkauf	Vargas
Math D1 23-24 Proficient - RFEP	45%	61%	40%	44%	38%	59%	55%	53%	36%	79%	25%	46%
Math D2 23-24 Proficient - RFEP	53%	71%	33%	50%	44%	73%	52%	50%	58%	87%	43%	74%
Math D2 22-23 Proficient - RFEP	54%	68%	41%	53%	45%	80%	49%	52%	50%	84%	43%	62%



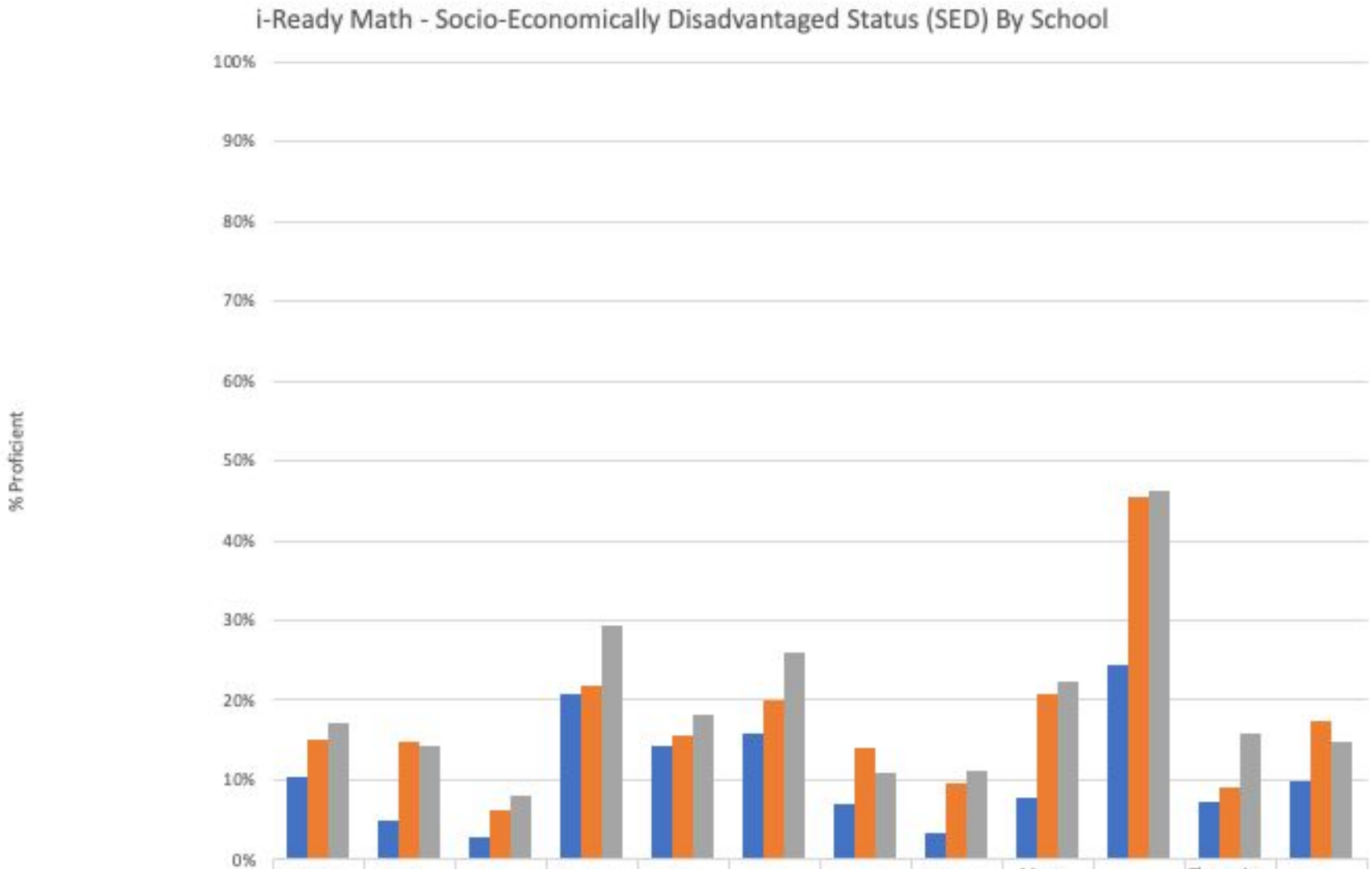
	SWD	Non SWD
Math D1 23-24 Proficient	19%	43%
Math D2 23-24 Proficient	23%	55%
Math D2 22-23 Proficient	24%	55%



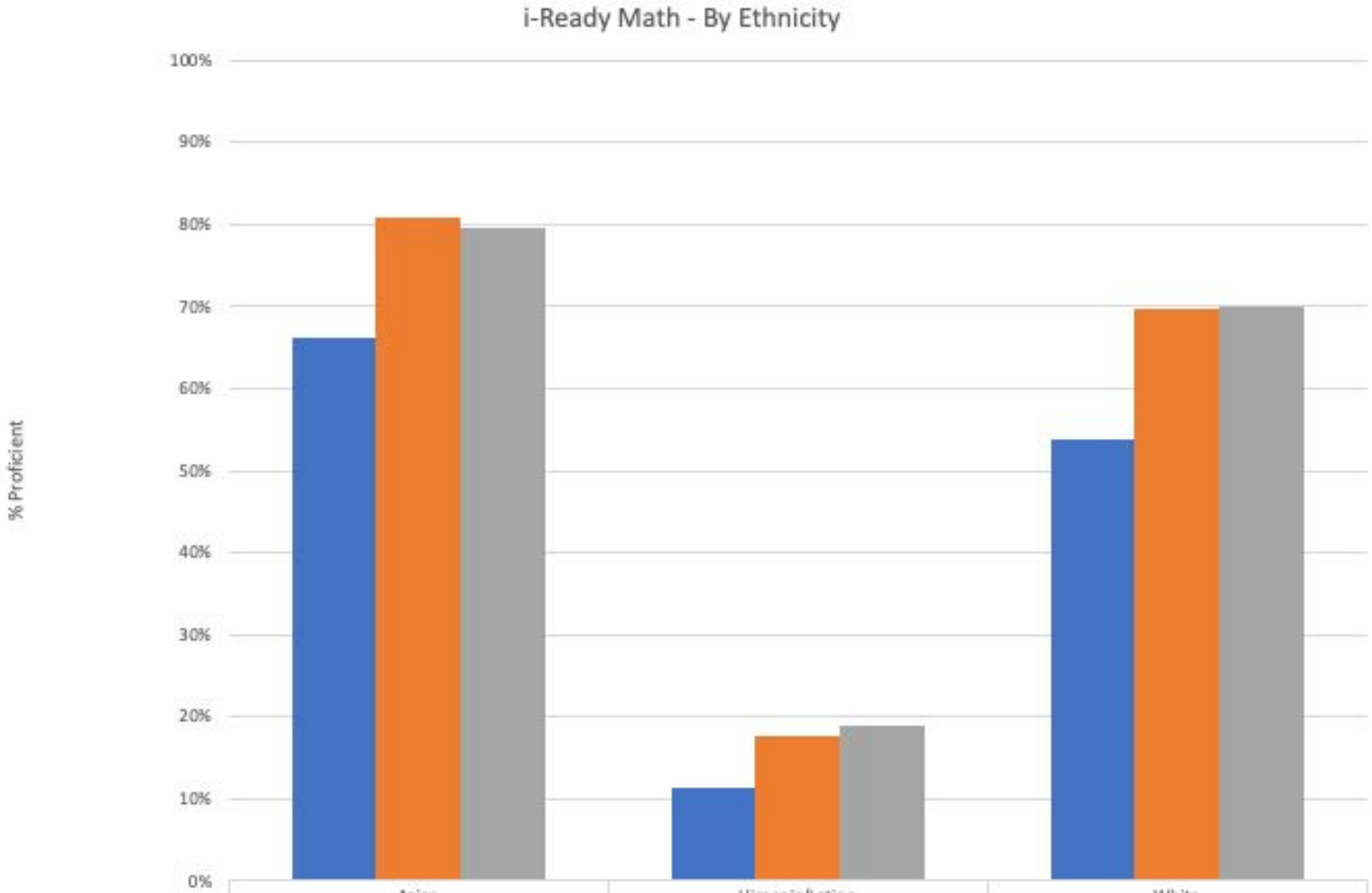
	MVWSD	Bubb	Castro	Crittenden	Graham	Imai	Landels	Mistral	Monta Loma	Stevenson	Theuerkauf	Vargas
Math D1 23-24 Proficient - SWD	19%	10%	0%	19%	17%	41%	30%	14%	10%	42%	18%	19%
Math D2 23-24 Proficient - SWD	23%	18%	3%	22%	18%	52%	30%	12%	4%	54%	20%	31%
Math D2 22-23 Proficient - SWD	24%	22%	3%	21%	20%	53%	36%	6%	13%	50%	26%	22%



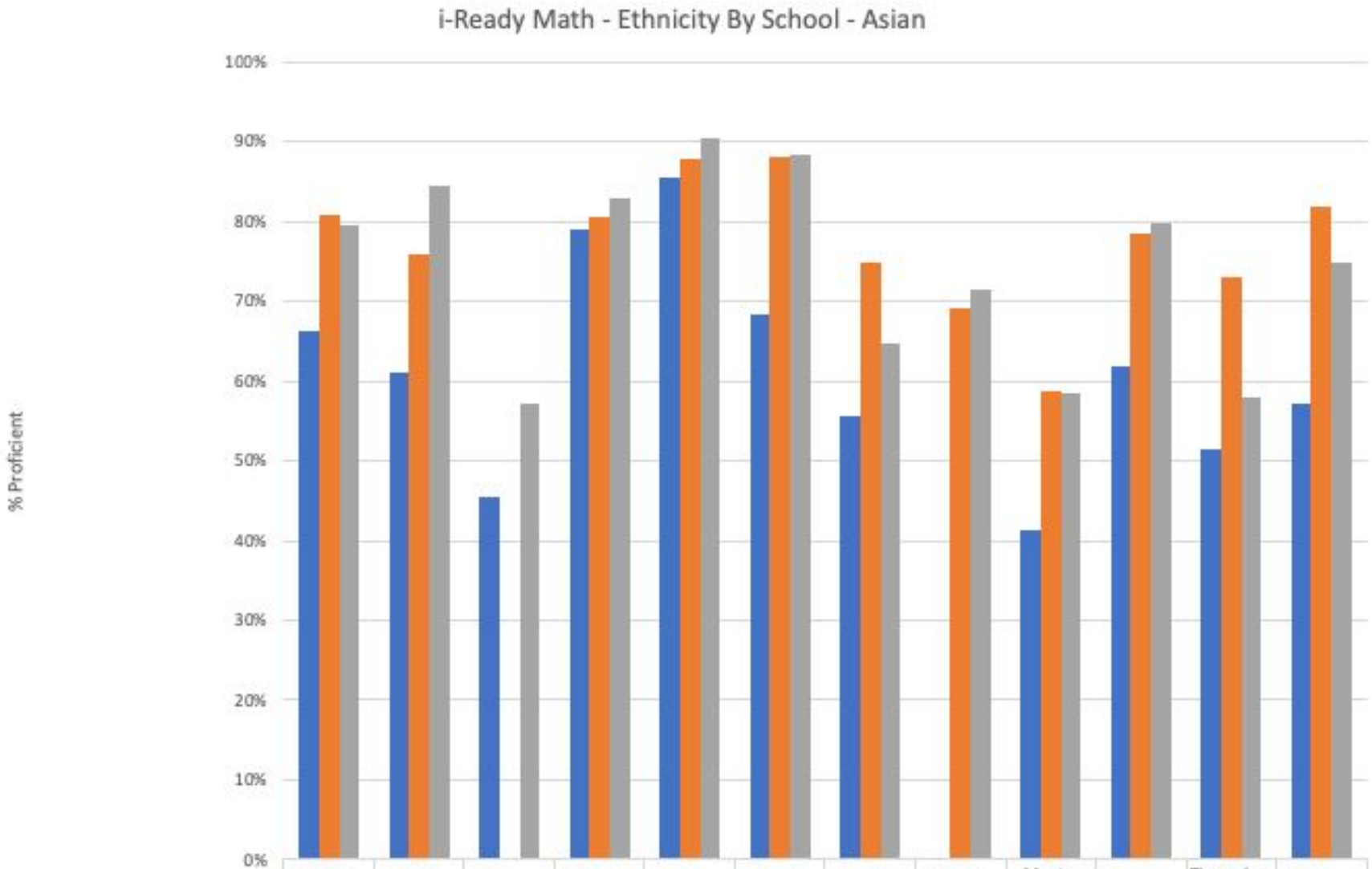
	SED	Non SED
Math D1 23-24 Proficient	10%	54%
Math D2 23-24 Proficient	15%	68%
Math D2 22-23 Proficient	17%	67%



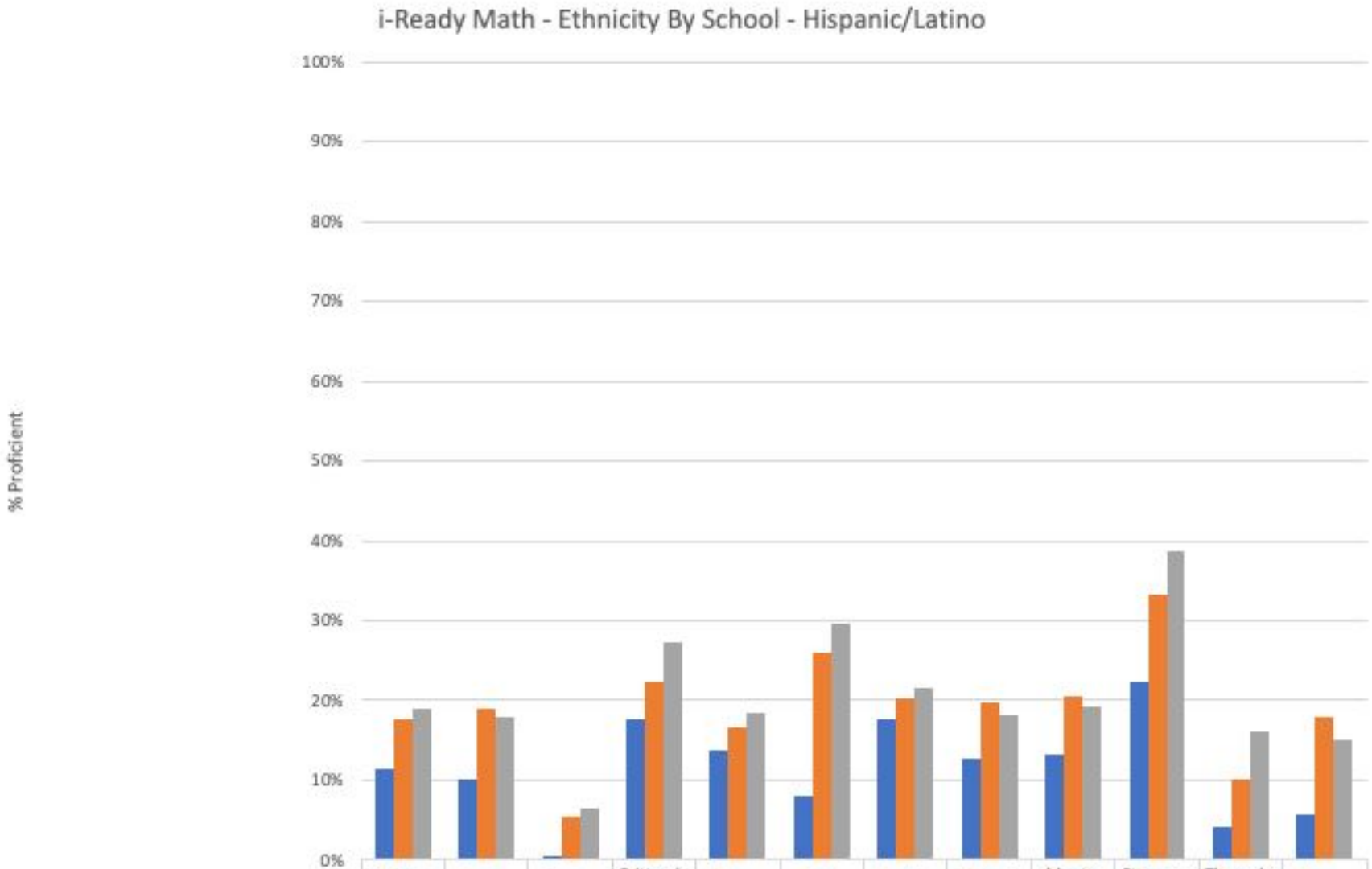
	MVWSD	Bubb	Castro	Crittenden	Graham	Imai	Landels	Mistral	Monta Loma	Stevenson	Theuerkauf	Vargas
Math D1 23-24 Proficient - SED	10%	5%	3%	21%	14%	16%	7%	3%	8%	24%	7%	10%
Math D2 23-24 Proficient - SED	15%	15%	6%	22%	16%	20%	14%	10%	21%	45%	9%	18%
Math D2 22-23 Proficient - SED	17%	14%	8%	29%	18%	26%	11%	11%	22%	46%	16%	15%



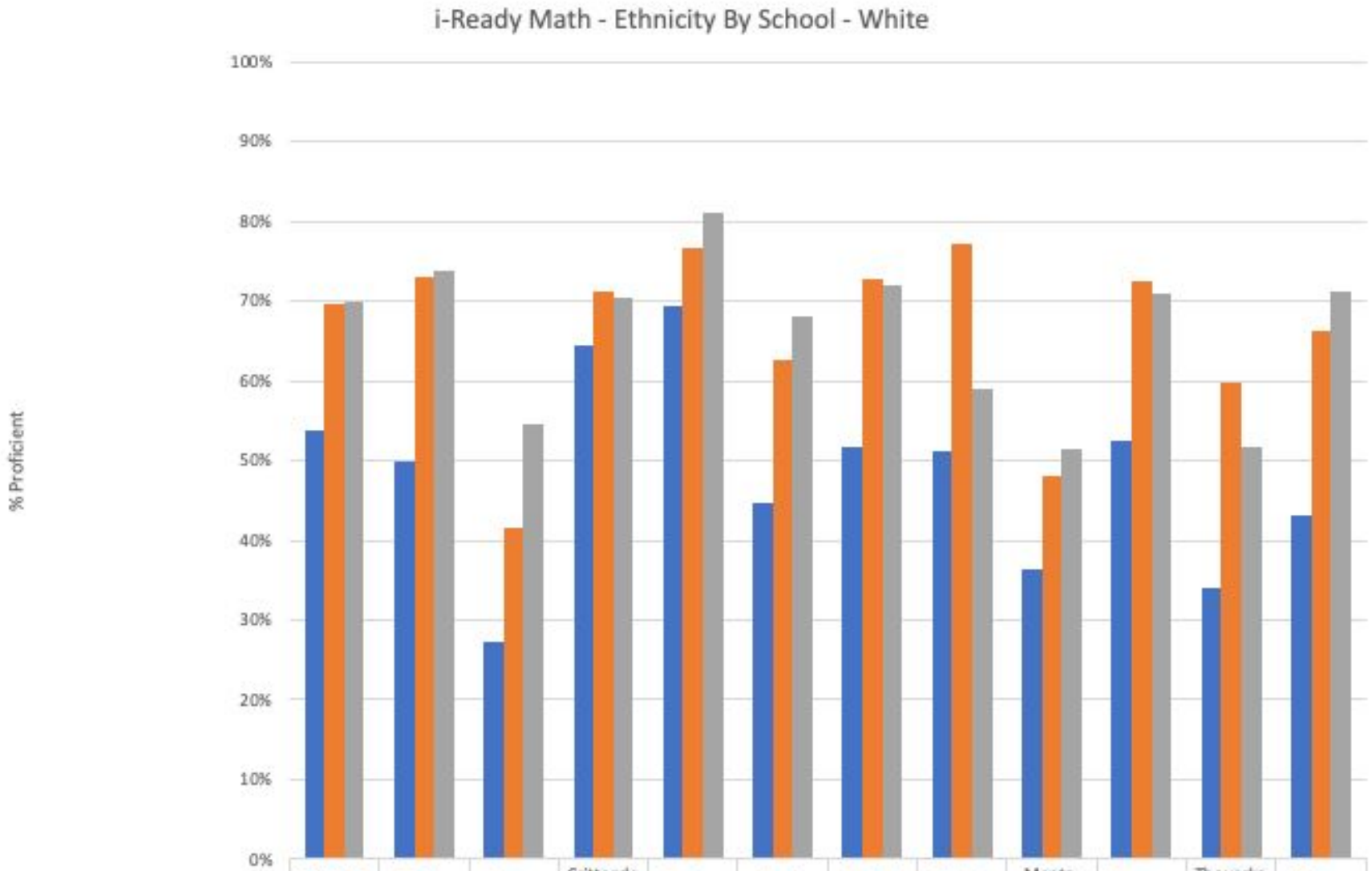
	Asian	Hispanic/Latino	White
Math D1 23-24 Proficient	66%	11%	54%
Math D2 23-24 Proficient	81%	18%	70%
Math D2 22-23 Proficient	80%	19%	70%



	MVWSD	Bubb	Castro	Crittenden	Graham	Imai	Landels	Mistral	Monta Loma	Stevenson	Theuerkauf	Vargas
Math D1 23-24 Proficient - Asian	66%	61%	45%	79%	85%	68%	56%		41%	62%	51%	57%
Math D2 23-24 Proficient - Asian	81%	76%		80%	88%	88%	75%	69%	59%	79%	73%	82%
Math D2 22-23 Proficient - Asian	80%	84%	57%	83%	91%	88%	65%	71%	58%	80%	58%	75%



	MVWSD	Bubb	Castro	Crittenden	Graham	Imai	Landels	Mistral	Monta Loma	Stevenson	Theuerkauf	Vargas
Math D1 23-24 Proficient - Hispanic/Latino	11%	10%	1%	18%	14%	8%	18%	13%	13%	22%	4%	6%
Math D2 23-24 Proficient - Hispanic/Latino	18%	19%	5%	22%	17%	26%	20%	20%	21%	33%	10%	18%
Math D2 22-23 Proficient - Hispanic/Latino	19%	18%	6%	27%	18%	30%	22%	18%	19%	39%	16%	15%



	MVWSD	Bubb	Castro	Crittenden	Graham	Imai	Landels	Mistral	Monta Loma	Stevenson	Theuerkauf	Vargas
Math D1 23-24 Proficient - White	54%	50%	27%	65%	69%	45%	52%	51%	36%	53%	34%	43%
Math D2 23-24 Proficient - White	70%	73%	42%	71%	77%	63%	73%	77%	48%	72%	60%	66%
Math D2 22-23 Proficient - White	70%	74%	55%	70%	81%	68%	72%	59%	52%	71%	52%	71%

How Does Winter Domain-Level Performance Compare Year over Year?

Percent of Students Placing **Mid or Above Grade Level**, Winter 22-23 to Winter 23-24

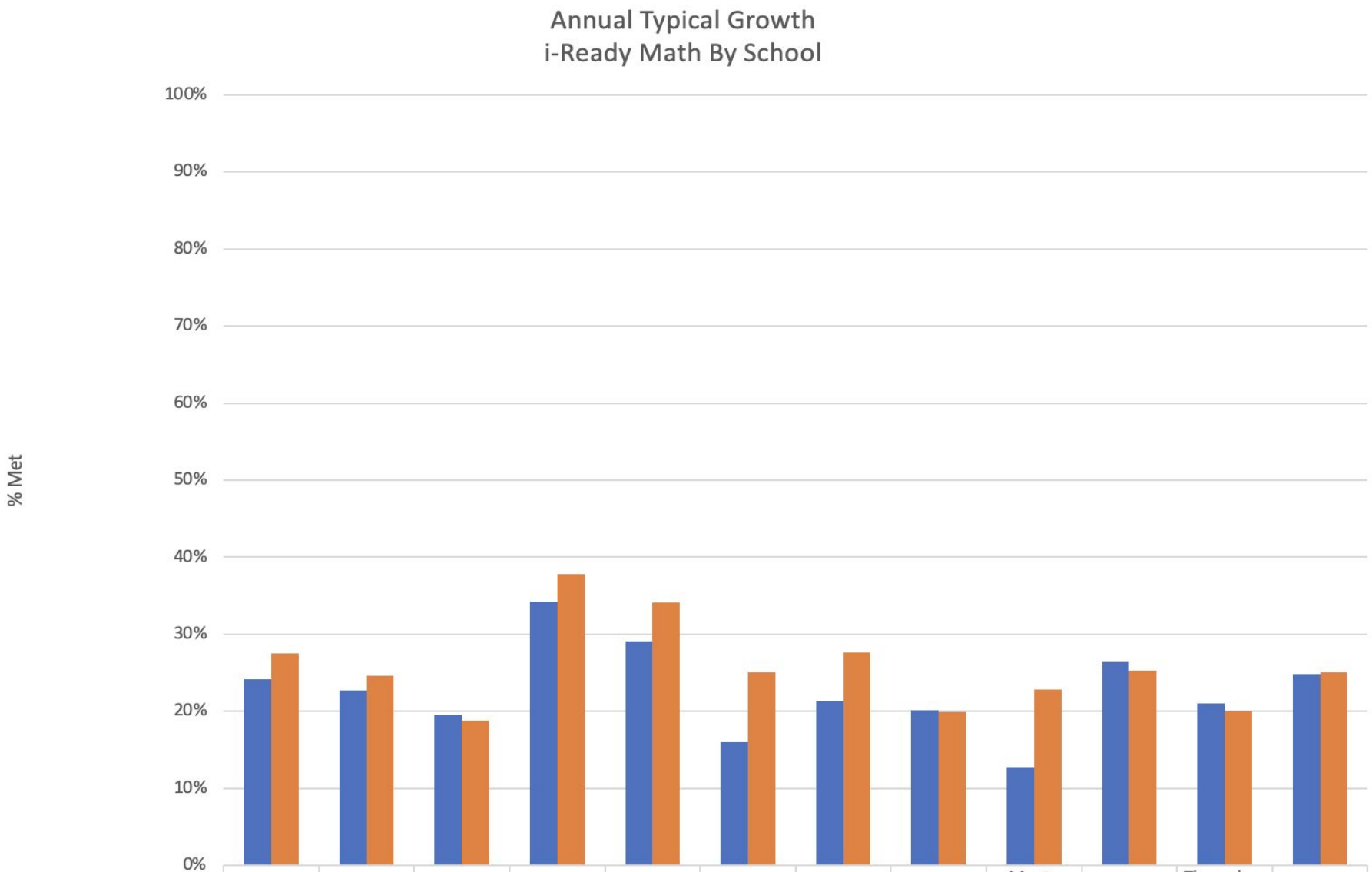
	K		1		2		3		4		5		6		7		8	
	Prior	*Current*	*Prior*	*Current*	*Prior*	*Current*	*Prior*	*Current*	*Prior*	*Current*	*Prior*	*Current*	*Prior*	*Current*	*Prior*	*Current*	*Prior*	*Current*
Number and Operations	24%	28%	32%	31%	37%	36%	33%	35%	49%	45%	48%	46%	41%	48%	39%	41%	42%	37%
Algebra and Algebraic Thinking	28%	33%	49%	51%	40%	38%	50%	52%	55%	53%	42%	42%	38%	40%	33%	37%	43%	38%
Measurement and Data	33%	41%	33%	27%	39%	40%	46%	48%	52%	47%	48%	51%	47%	49%	42%	42%	46%	43%
Geometry	44%	51%	44%	33%	39%	36%	29%	29%	32%	28%	36%	38%	33%	38%	29%	31%	38%	35%
Students Assessed	*443*	*446*	*518*	*463*	*505*	*497*	*439*	*517*	*505*	*446*	*477*	*506*	*472*	*472*	*438*	*479*	*457*	*462*

Increased >5% pts Year over Year

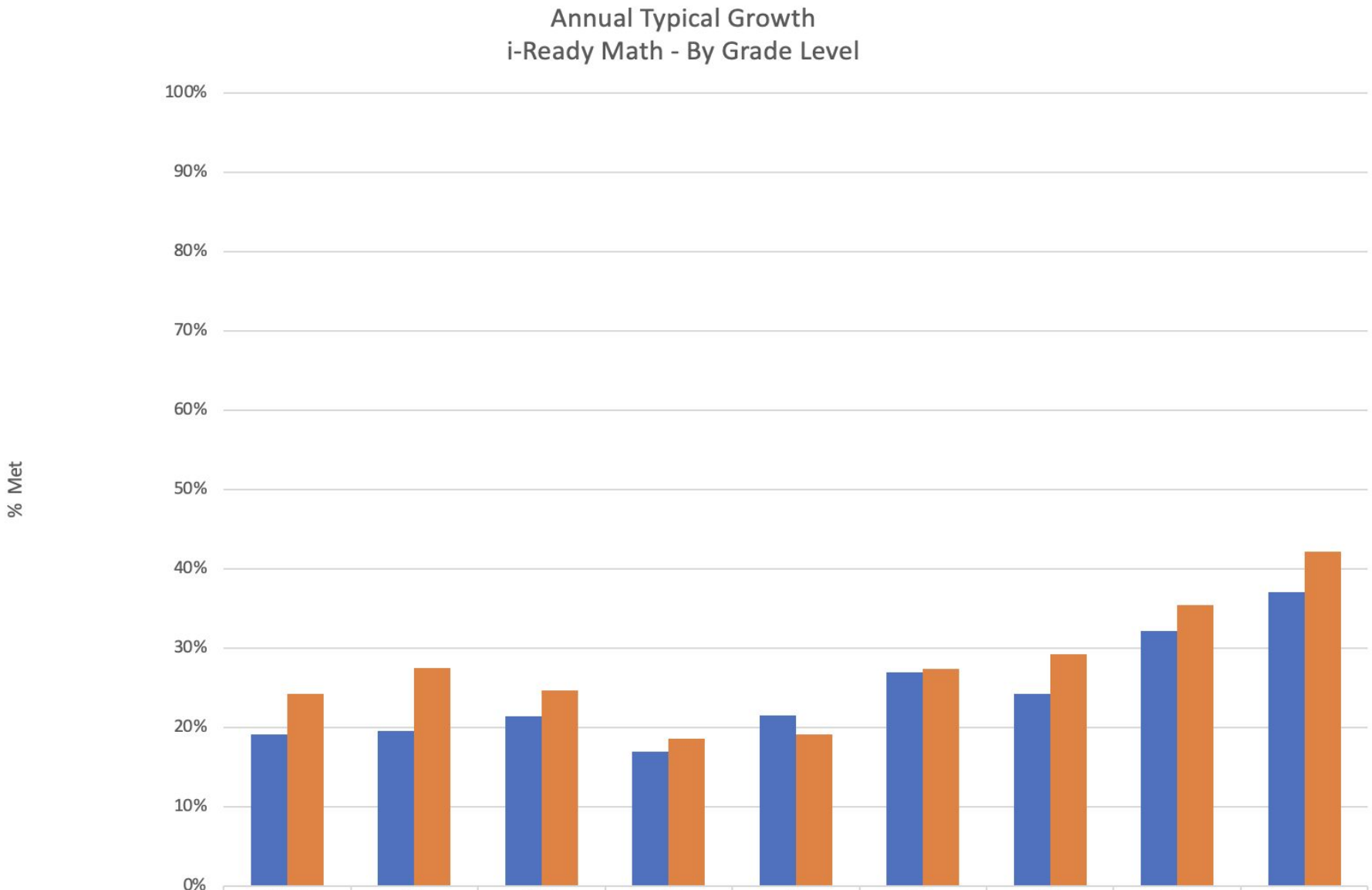
Increased 0-5% pts Year over Year

Decreased 1-5% pts Year over Year

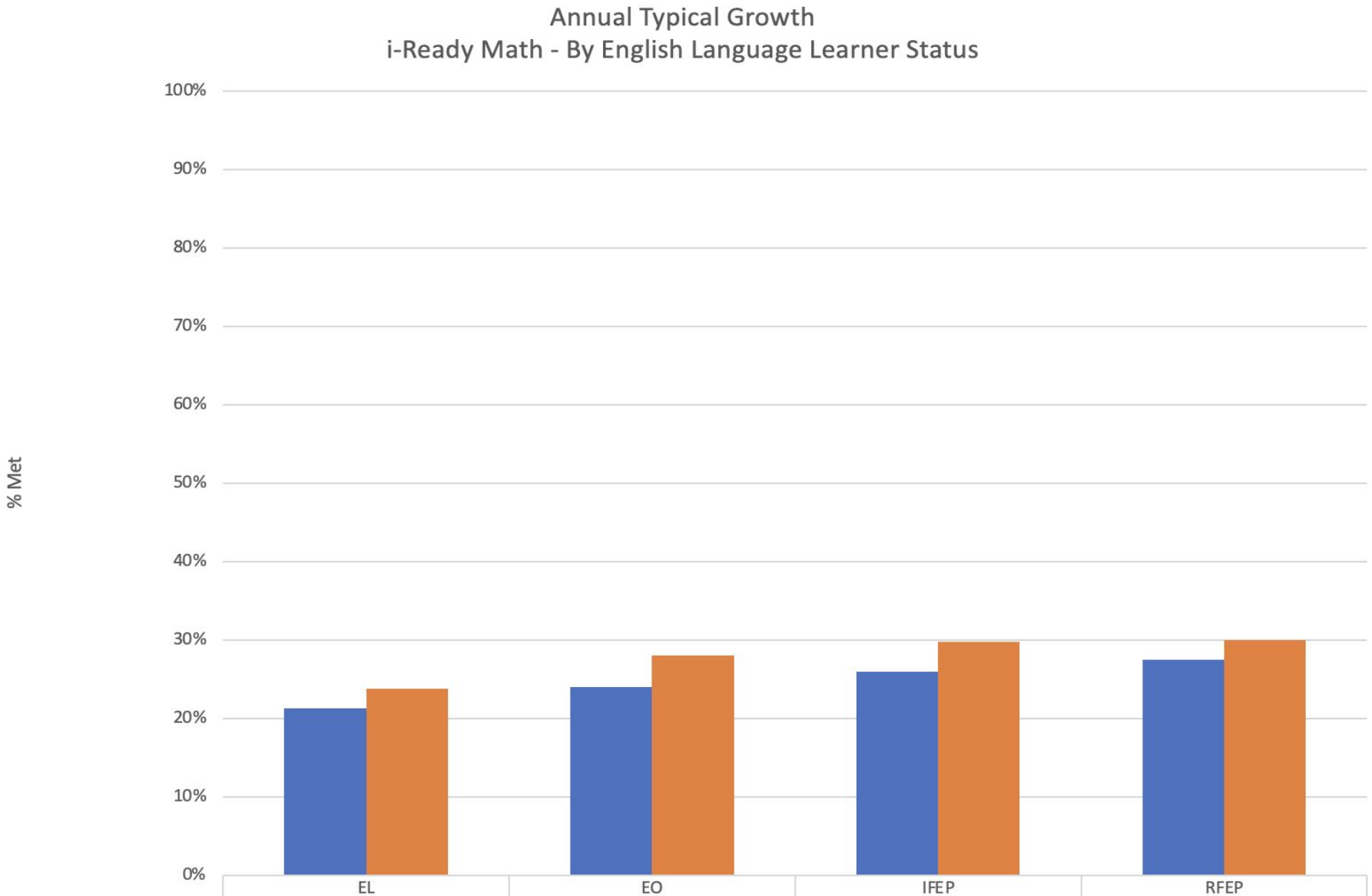
Decreased >5% pts Year over Year



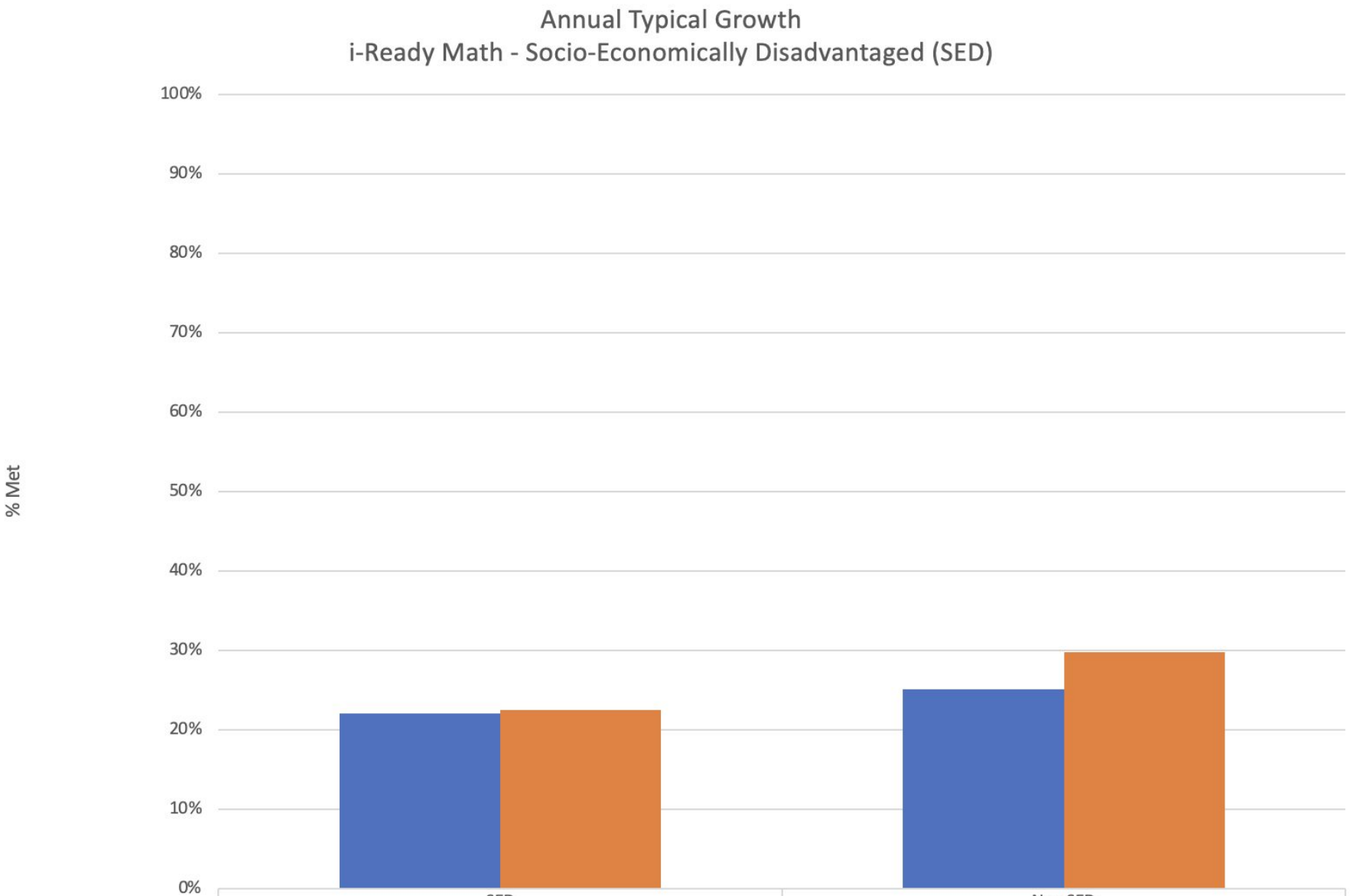
	MVWSD	Bubb	Castro	Crittenden	Graham	Imai	Landels	Mistral	Monta Loma	Stevenson	Theuerkauf	Vargas
Math D2 22-23 ATG Met	24%	23%	20%	34%	29%	16%	21%	20%	13%	26%	21%	25%
Math D2 23-24 ATG Met	28%	25%	19%	38%	34%	25%	28%	20%	23%	25%	20%	25%



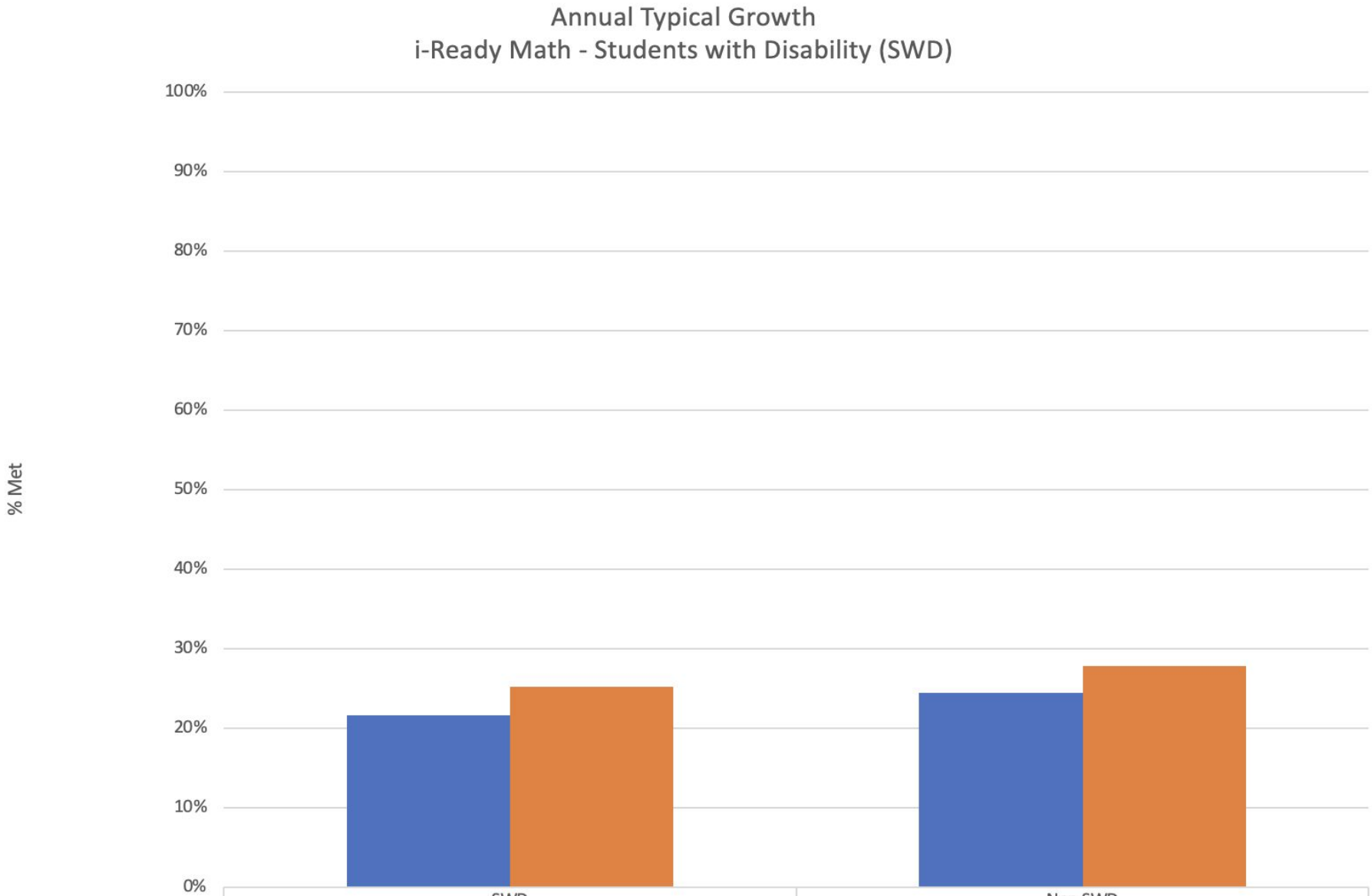
	Kinder	1st	2nd	3rd	4th	5th	6th	7th	8th
Math D2 22-23 ATG Met	19%	20%	21%	17%	22%	27%	24%	32%	37%
Math D2 23-24 ATG Met	24%	27%	25%	19%	19%	27%	29%	35%	42%



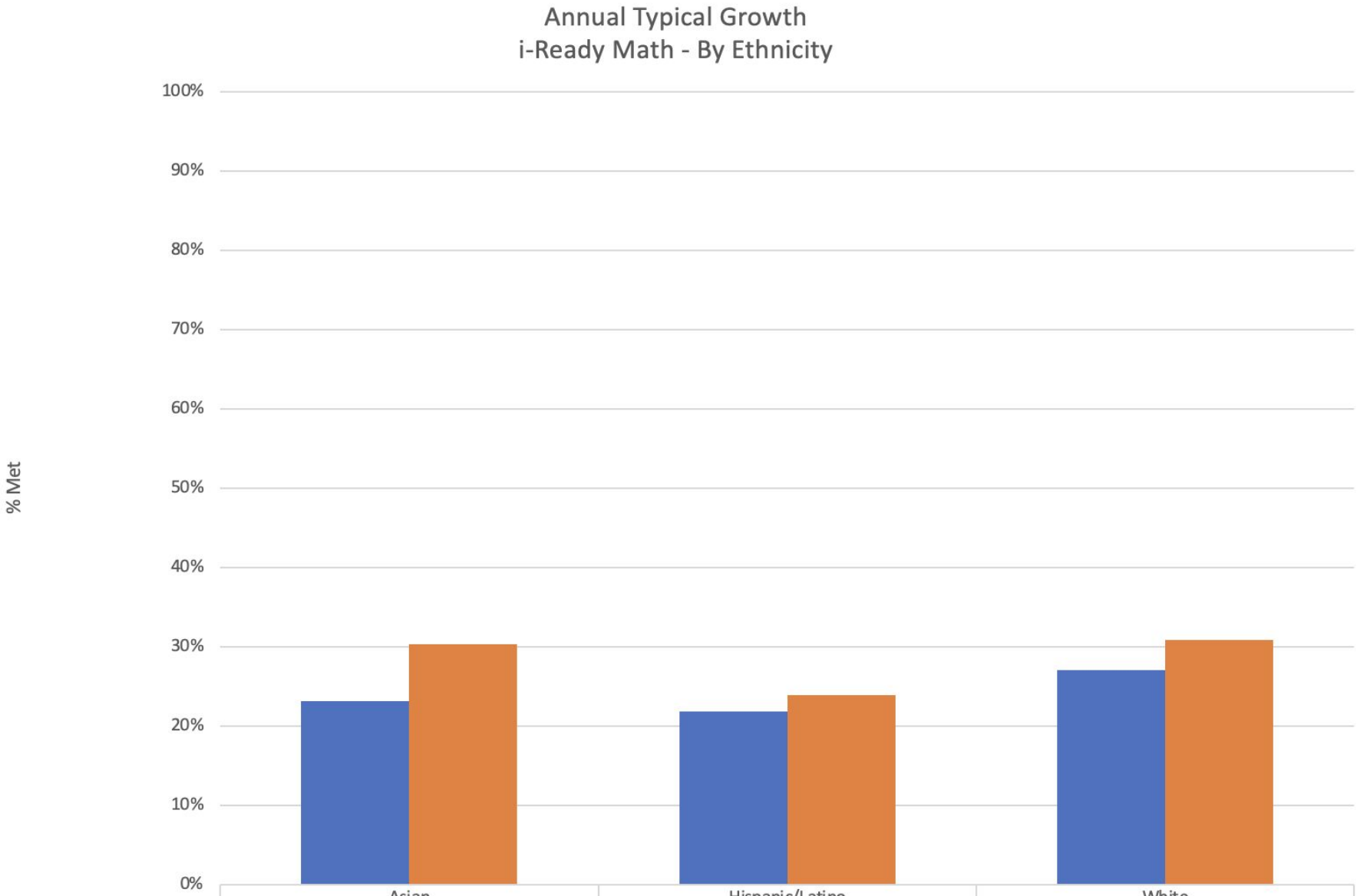
	EL	EO	IFEP	RFEP
Math D2 22-23 ATG Met	21%	24%	26%	27%
Math D2 23-24 ATG Met	24%	28%	30%	30%



	SED	Non SED
Math D2 22-23 ATG Met	22%	25%
Math D2 23-24 ATG Met	23%	30%



	SWD	Non SWD
Math D2 22-23 ATG Met	22%	24%
Math D2 23-24 ATG Met	25%	28%



	Asian	Hispanic/Latino	White
Math D2 22-23 ATG Met	23%	22%	27%
Math D2 23-24 ATG Met	30%	24%	31%

Data Summary - Math

- Overall,
  - similar proficiency across district as compared to December 2022 but slight decline for BB, CA, IM, ML, CR
  - five schools - BB, IM, LN, ST, VA, GR - have higher proficiency than district average of 52%
  - most kindergartners proficient at IM, TH (71% and 67%)
  - overall lower proficiency for 6.1, 7.0, 8.0, and 8.1 compared to December 2022
  - more 7.0 and 7.1 students proficient at CR

Data Summary - Math

- Student subgroup data shows,
  - similar proficiency overall for ELs, EOs, White compared to December 2022
  - slight increase for Asian and slight decline for SWD, SED, RFEP, Hispanic/Latino compared to December 2022
- Annual Typical Growth data shows
  - more students met their growth target overall, across student subgroups, and across all sites except at CA, TH - 1% decline
  - more students met growth targets across grade levels except for 4th grade

Data Tells Us…

- Overall, we see similar proficiency for both reading and math in comparison to last year but math continues to be an area of focus across grade levels
- More students met their Annual Typical Growth in Reading
- We have on-going work to do with our ELs, Newcomers, and LTELs
- Across sites, we need continued focus on
  - Reading for Informational Text and reading foundations
  - Math - Number and Operations, Algebra, and math fluency
- At middle schools, we need to focus on supporting student learning at our grade level and .1 pathways

Mountain View
Whisman
School District

Current Work

Current Work

- After completion of Winter Universal Screening/ Task administration in December, data is being analyzed to be shared with sites to identify reading difficulties and provide support for students
  - Data will be compared with Fall Universal Screening and adjustments made accordingly
- Universal Data Cycle 2 was completed on December 22nd and sites used most recent i-Ready student data in addition to classroom level data to plan for Data Cycle 3 planning (UDC 3 - Jan 9th - Mar 15th)
- On-going MTSS Professional development and regular site check-ins on MTSS - UDC, COST, SST, Literacy strategies/ interventions
- Mid-year data meetings with Superintendent and Ed Services Team completed in December and guidance/direction provided to site leaders
  - End of Year Data Meeting scheduled for June 2024

Current work

- Elementary ELA Curriculum Adoption Process in progress
  - PK/TK/K-5 Pilot started January 9th
    - PK/TK piloting Creative Curriculum
    - K-5 piloting Amplify CKLA
- On-going Newcomer and English Learner support
  - Newcomer teachers - CA, VA, TH, BB
  - Monday Teacher PD sessions
  - Instructional Coaches led SIOP PD sessions
    - August and January Teacher PD day
- Work with middle school site administrators and math instructional coach
  - Identify standards that students are struggling with for spiral review, and
  - Develop plan for priority standards focus to prepare students for upcoming year

Mountain View
Whisman
School District

Considerations

Considerations

- On-going work with improving academic outcomes by balancing high quality, standards-based instruction and intervention
- Sites continue to refine their practices with using student data to guide instructional action steps using Universal Data Cycle Protocol
- Staffing issues continue in Special Education
- Recently released, CA Dashboard shows improved chronic absenteeism rates but they are still higher than before pandemic, which in turn impacts student learning

Mountain View
Whisman
School District

Next Steps

Next Steps

- Student data continues to drive instructional decisions at district and site level
- Principals leading Universal Data Cycle development at sites and providing feedback to site teacher teams on action planning
- Continued professional development for staff and leaders on MTSS and its processes, Reading interventions, Science of Reading
- District leaders join Principal PLC teams to check-in and provide support/feedback on big district-wide initiatives such as MTSS, Behavior Response Standards, Early Literacy support
- On-going work with elementary and middle school site administrators and instructional coaches for improved student achievement
- Site leaders sharing their mid-year student data with school community and site parent leadership groups - SSC/PTA/ELAC

Questions?

Mountain View Whisman School District

Agenda Item for Board Meeting of 1/25/2024

Agenda Category: CONFERENCE WITH LEGAL COUNSEL

Agenda Item Title: Conference with legal counsel – Anticipated litigation (Pursuant to Government Code § 54956.9(d)(4): 1 case

Estimated Time:

Person Responsible:

Background:
CONFERENCE WITH LEGAL COUNSEL – Anticipated litigation (Pursuant to Government Code § 54956.9(d)(4): 1 case

Fiscal Implication:

Recommended Action:

Mountain View Whisman School District

Agenda Item for Board Meeting of 1/25/2024

Agenda Category: TRUSTEE IMPUT FOR BOARD RETREAT

Agenda Item Title: Topics of Discussion at Board Retreat

Estimated Time:

Person Responsible: Board of Trustees

Background:
Trustees will provide suggestions of topics to be covered at the Board Retreat in February.

Fiscal Implication:

Recommended Action:

Mountain View Whisman School District

Agenda Item for Board Meeting of 1/25/2024

Agenda Category: BOARD CONFERENCE UPDATES

Agenda Item Title: Updates From CSBA Annual Educational Conference (AEC)

Estimated Time:

Person Responsible: Board of Trustees

Background:
Trustees will give updates to the CSBA Annual Educational Conference (AEC) that they attended.

Fiscal Implication:

Recommended Action:

Mountain View Whisman School District

Agenda Item for Board Meeting of 1/25/2024

Agenda Category: FUTURE BOARD MEETING DATES

Agenda Item Title: Future Board Meeting Dates

Estimated Time:

Person Responsible:

Background:
February 8, 2024-LCAP Mid-year Update
February 29, 2024-Environmental Sustainability Plan Update
March 14, 2024-Reclassification and EL Program Update
April 4, 2024-Transportation

Fiscal Implication:

Recommended Action: