Mountain View Whisman School District

Board of Trustees - Regular Meeting

1400 Montecito Avenue
January 23, 2020
6:00 PM

(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 - Bubb Elementary School

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

IV. CLOSED SESSION (6:15 p.m.)

A. Public Employee Performance Evaluation - Superintendent

B. Potential Litigation

C. Negotiations

1. Conference with Labor Negotiators (Government Code 54957.6)
   Agency designated representatives: Ayindé Rudolph, Carmen Ghysels, Swati Dagar, Acantha Ellard, Ryan Santiago, Jonathan Pearl
   Employee Organization: Mountain View Educators Association
2. Negotiations with California School Employees Association
   Agency designated representatives: Ayindé Rudolph, Carmen Ghysels, Swati Dagar, Acantha Ellard, Ryan Santiago, Jonathan Pearl
   Employee Organization: California School Employees Association

D. Public Employee Discipline/Dismissal/Release

V. RECONVENE OPEN SESSION (7:30 p.m)

A. Closed Session Report

VI. 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 for January 9, 2020

C. Contracts

1. Contract(s) for Ratification or Review

D. Graham Middle School Book Discard

E. Approval of Payroll Report and Accounts Payable Warrant List for the Month of December 2019

F. Award of Contract to Terramark General Engineering for the Landels Elementary School New Play Structure Project

G. School Accountability Report Cards (SARC)

H. Kenneth Slater New Campus Increment 1 Project, Change Order No. 4 – Rodan Builders, Inc.

I. Notice of Completion – Theuerkauf Elementary School Increment 2 Project

J. Notice of Completion – District Monument Signs at Various Sites Project

K. Quarterly Report on Williams Uniform Complaints

L. Measure B Parcel Tax Oversight Committee Member

VII. COMMUNICATIONS

A. Employee Organizations

B. District Committees

C. Superintendent

VIII. 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.

IX. REVIEW AND ACTION

A. Developer Mitigation Agreement with The Sobrato Organization (1255 Pear Avenue/North Bayshore Precise Plan)

X. REVIEW AND DISCUSSION

A. 2018-2019 Financial Audit Report (20 minutes)

B. 2018-2019 Measure G Bond Program Financial and Performance Audit Report (20 minutes)

XI. BOARD UPDATES

XII. ITEMS FOR FUTURE AGENDAS - Special Education Update

XIII. FUTURE BOARD MEETING DATES

A. Future Board Meeting Dates

January 23, 2020 - SARC approval, audit reports
February 6, 2020 - Governor's 2020-21 Budget
March 5, 2020 - 2nd Interim Report

XIV. ADJOURNMENT (8:30 p.m.)

NOTICES FOR AUDIENCE MEMBERS

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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 1/23/2020

Agenda Category: Negotiations

Agenda Item Title: Conference with Labor Negotiators (Government Code 54957.6)

Estimated Time:

Person Responsible: Dr. Ayindé Rudolph, Superintendent

Background:
Agency designated representatives: Ayindé Rudolph, Carmen Ghysels, Swati Dagar, Acantha Ellard, Ryan Santiago, Jonathan Pearl
Employee Organization: Mountain View Educators Association

Fiscal Implication:
None.

Recommended Action:
No action required.

Mountain View Whisman School District

Agenda Item for Board Meeting of 1/23/2020

Agenda Category: Negotiations

Agenda Item Title: Negotiations with California School Employees Association

Estimated Time:

Person Responsible: Dr. Ayindé Rudolph, Superintendent

Background:
Agency designated representatives: Ayindé Rudolph, Carmen Ghysels, Swati Dagar, Acantha Ellard, Ryan Santiago, Jonathan Pearl
Employee Organization: California School Employees Association

Fiscal Implication:

Recommended Action:

Mountain View Whisman School District

Agenda Item for Board Meeting of 1/23/2020

Agenda Category: Personnel Report

Agenda Item Title: Personnel Report to the Board of Trustees

Estimated Time:

Person Responsible:
Carmen Ghysels, Chief Human Relations Officer

Background:

Fiscal Implication:

Recommended Action:

ATTACHMENTS:

Description	Type	Upload Date
Personnel Report to the Board of Trustees	Backup Material	1/16/2020

Personnel Report to the Board
2018-2019

First Name	Last Name	Position	Status	Site	FTE	Action	Details of Action	From	To	Admin. Rec.	Effective Date of Action	Date of Board Meeting
Yolanda	De Diaz	Custodian		Landels	1.0000	Change of Assignment	FROM Child Nutrition III, Graham, 0.875 TO Custodian, Landels, 1.0 FTE				1/13/2020	1/23/2020
Maria	Quintas Cid	School and Community Engagement Facilitator	Temporary	Theuerkauf	1.0000	Change of Assignment	FROM Sp Ed IA, Theuerkauf, 0.75 FTE TO School and Community Engagement Facilitator, Theuerkauf, 1.0 TEMPORARY through June 5, 2020.				1/13/2020	1/23/2020
Luis	Rivas Salinas	Custodian		Monta Loma	1.0000	Change of Assignment	FROM Day Custodian, Castro, 1.0 FTE TO Night Custodian, Monta Loma, 1.0 FTE.				1/13/2020	1/23/2020
Larissa	Ringor	Child Nutrition I		Crittenden	0.7500	Change of FTE	FROM Child Nutrition I, Crittenden, 0.625 FTE TO Child Nutrition I, Crittenden, 0.75 FTE				12/2/2019	1/23/2020
Venice	Higareda	Preschool Instructional Assistant	Temporary	Graham Preschool	0.7500	New Hire	Temporary through 6/5/2020				12/19/2019	1/23/2020
Nicole	Saenz (Macinnis)	Sp Ed IA		Graham	0.7500	Rehire					1/14/2020	1/23/2020
Karen	McKeown	Teacher		Graham		Resignation					6/5/2020	1/23/2020
Manuel	Velasco	School and Community Engagement Facilitator		Bubb, Huff & Stevenson		Resignation					1/10/2020	1/23/2020
Sara	Kearns-Vella	School Secretary		Graham		Retirement and Resignation					6/30/2020	1/23/2020

Mountain View Whisman School District

Agenda Item for Board Meeting of 1/23/2020

Agenda Category: Minutes

Agenda Item Title: Minutes for January 9, 2020

Estimated Time:

Person Responsible: Dr. Ayindé Rudolph, Superintendent

Background:

Fiscal Implication:

Recommended Action:

ATTACHMENTS:

Description	Type	Upload Date
Minutes for January 9, 2020	Backup Material	1/17/2020

Mountain View Whisman School District

Board of Trustees - Regular Meeting

1400 Montecito Avenue
January 9, 2020
6:00 PM

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

The meeting was called to order at 6:06 p.m.

A. Pledge

The Pledge of Allegiance was led by students from Crittenden Middle School.

B. Roll Call

Present: Blakely, Conley, Gutierrez, Wheeler, Wilson
Absent:

C. Approval of Agenda

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

Ayes: Blakely, Conley, Gutierrez, Wheeler, Wilson

II. SCHOOL SHOWCASE - Crittenden Middle School

The staff and students of Crittenden Middle School showcased their STEM (science, technology, engineering, and mathematics) Elective Program.

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

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

IV. CLOSED SESSION (6:15 p.m.)

The meeting was adjourned to Closed Session at 6:24 p.m.

A. Appeal of Interdistrict Transfer Denial

B. Negotiations

1. Conference with Labor Negotiators (Government Code 54957.6)

   Agency designated representatives: Ayindé Rudolph, Carmen Ghysels, Swati Dagar, Acantha Ellard, Ryan Santiago, Jonathan Pearl
   Employee Organization: Mountain View Educators Association

C. Public Employee Discipline/Dismissal/Release

V. RECONVENE OPEN SESSION (7:00 p.m.)

The meeting was reconvened at 7:17 p.m.

A. Closed Session Report

Ms. Wilson reported that the Board of Trustees unanimously agreed to uphold the Intradistrict Transfer Denial.

VI. 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 Ellen Wheeler and seconded by Laura Blakely to approve all items on the Consent Agenda, as presented.

Ayes: Blakely, Conley, Gutierrez, Wheeler, Wilson

A. Personnel Report

1. Personnel Report to the Board of Trustees

B. Minutes

1. Minutes for December 12, 2019

C. Contracts

1. Contract(s) for Ratification or Review

D. Theuerkauf School Book Discard

VII. COMMUNICATIONS

A. Employee Organizations

No member of the employee organizations were present to address the Board of Trustees.

B. District Committees

Mr. Gutierrez received parents' request to have the dates of the Cafecitos with the Superintendent to be shared with DELAC.

C. Superintendent

Dr. Rudolph had no updates.

VIII. COMMUNITY COMMENTS

No member of the public wished to address the Board.

IX. REVIEW AND DISCUSSION

A. Board Policy No. 5132, Dress Code Draft (10 minutes)

The Board of Trustees reviewed and discussed the DRAFT dress code policy.

The following members of the public addressed the Board of Trustees:

- Hayes Duenow, Dress code
- Hazel Oxford, Dress code
- Sophia Roehrs, Dress code
- Marlee Bengtson, Dress code
- Adriana Eaton, Allow crop tops in the dress code
- Lucile Roehrs, Dress code comments
- Brian Eaton
- Jasmine Teleki, Feedback re proposed Dress Code

B. Board Goal 2 - Update on Progress (45 minutes)

Staff presented an update on the District's progress for the Board of Trustees Goal 2.

C. Board Goal 3 - STEAM Plan Update (30 minutes)

Staff presented an update on the District's progress for the Board of Trustees Goal 3.

X. BOARD UPDATES

Ms. Wheeler
1. Attended a convening by Assemblymember Marc Berman regarding the importance of high quality preschool. This meeting featured Dr. Deborah Stipek, Stanford professor and expert on early education, and Assemblymember Kevin McCarty, chair of California's Blue Ribbon Task Force on Early Education.
2. Attended Huff's January SSC meeting.
3. Attended part of the League of Women Voters of Los Altos-Mountain View Area board meeting to hear Superintendent Rudolph's presentation there regarding MVWSD's March bond measure.
4. Met with Superintendent Rudolph for my December and January regular 1:1 meetings.
5. Met with Mountain View City Council Member Lucas Ramirez.
6. Met with former MVWSD/WSD Superintendent Eleanor Yick.
7. Met with retired Graham Middle School Principal Dr Judy Crates.
8. Attended the January meeting of Challenge Team.

XI. ITEMS FOR FUTURE AGENDAS

Mr. Gutierrez requested a Special Education Update.

XII. FUTURE BOARD MEETING DATES

A. Future Board Meeting Dates

January 23, 2020 - SARC approval, audit reports
February 6, 2020 - Governor's 2020-21 Budget
March 5, 2020 - 2nd Interim Report

XIII. ADJOURNMENT (8:30 p.m.)

The meeting was adjourned at 8:48 p.m.

NOTICES FOR AUDIENCE MEMBERS

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Mountain View Whisman School District

Agenda Item for Board Meeting of 1/23/2020

Agenda Category: Contracts

Agenda Item Title: Contract(s) for Ratification or Review

Estimated Time:

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

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Background:
On November 19, 2015, the District's Governing Board approved Resolution No. 1580.11/15 delegating authority to award contracts to the District's Superintendent, Chief Business Officer, Associate Superintendent(s), and Assistant Superintendent(s) pursuant to Education Code sections 17604 and 17605.
All contracts approved by those authorized to do so pursuant to that delegation authority are to be submitted to the District's Governing Board for ratification. Contracts that do not, however, involve an expenditure in excess of the bid limits specified in Public Contract Code section 20111 need only be reviewed by the District's Governing Board every 60 days. The applicable bid limits are $15,000 for construction contracts and $92,600 in 2019 (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 - Weekly student lunch time chess club at Monta Loma Elementary School $1,900
2. Koppel & Gruber - Special tax consulting services $30,000
3. Innovation for Learning - K-1 On-line Literacy Program at Castro elementary School. Program includes tutor and family portals and unlimited access to the TutorMate platform $no cost to MVWSD
4. Run for Fun - Organized and inclusive activities and games at Huff Elementary School $5,130

Fiscal Implication:
See Rationale for 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	Backup Material	1/7/2020
Innovation for Learning	Backup Material	1/16/2020
Koppel Gruber Agreement	Backup Material	1/16/2020
Run For Fun	Backup Material	1/8/2020

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

THIS AGREEMENT is made and entered into on December 2, 20 19 ("Agreement"), by and between and **Mountain View Whisman School District** ("District") and Bay Area Chess ("Contractor"). Contractor and District may be referred to herein individually as a "Party" or collectively as the "Parties."

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

Weekly Lunch Time chess club 20 sessions

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

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

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

☒ Other: Weekly (Friday) Session for $95/Session

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

3. **Agreement Time.** The Services shall commence on January 10, 20 20 and shall be completed by May 29, 20 20 ("Agreement Time")

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

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

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

Mountain View Whisman School District
1400 Montecito Ave,
Mountain View, CA 94043
Attn: Chief Business Officer

Contractor: James Bethany, Bay Area Chess

Attn: enrich@bayareachess.com

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

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

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

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

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

☒ The District has a statement of TB Clearance on file for each person.

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

INITIAL HERE: JB (Contractor initials). ***INITIAL HERE:*** _____ (District Representative initials)

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

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

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

INITIAL HERE: JB **(Contractor initials).**

TERMS & CONDITIONS TO INDEPENDENT CONTRACTOR AGREEMENT FOR PROFESSIONAL SERVICES

1.

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

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

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

5. **Standard of Care.**

5.1 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.

5.2 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.

5.3 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.

5.4 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.

6. **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.

7. **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.

8. **Termination.**

8.1. **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.

8.2. **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.

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

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

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

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

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

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

8.4 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.

9. **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.

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

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.

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

Information regarding Contractor:

Indicate type of entity or if individual:

- Individual
- Sole Proprietorship
- Partnership
- Limited Partnership
- X Corporation
- Limited Liability Company
- Other: Nonprofit 501(c)

Employer Identification and/or Social Security Number: 26-2776273

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

Dept/Site Budget Program Coding

Program Code(s): After School/Enrichment 010-9000-0-4310-00-110-1000-000000-006-235

Project Approvals Required Prior to Contract Start Date

Requesting Administrator/Authorized Signer:	Contractor:
Mountain View Whisman School District	Contractor Name: Bay Area chess James Bethany
Dated: December 2, 2019	Dated: Dec 2nd, 2019
Signature: [signature]	Signature: [signature]
Print Name: Gloria Higgins	Print Name: James Bethany
Print Title: Principal	Print Title: Director of Enrichment

APPROVAL

Authorized Signer (if not above)	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

INNOVATIONS FOR LEARNING MEMORANDUM OF UNDERSTANDING

Innovations for Learning (IFL) is pleased to partner with Castro Elementary School(hereinafter the "School") during the 2019-2020 school year to combine efforts to improve student achievement in literacy.

INNOVATIONS FOR LEARNING WILL PROVIDE THE FOLLOWING:

TutorMate® K-1 On-line Literacy Program including the tutor and family portals to provide research-based, individualized reading practice for students in grade K-1 as detailed below. IFL will provide unlimited access to the TutorMate platform during the term of this contract to the participating schools.

Tutor Portal

First grade students will participate in the TutorMate program (an online, screen sharing program that pairs first grade students with corporate-based volunteers for additional 1:1 reading and phonics support). 10 students per 1st grade classroom will be selected. IFL will provide the complete TutorMate System for participating 1st grade classrooms which includes: access to TutorMate software; a laptop and headphones; all administrative tasks including corporate tutor recruitment, tutor training, background checks, teacher/student training, tutor station set up, and technical support.

Family Portal

IFL will provide access for participating schools to enroll in our Family Portal. Family Portal is available to all K and 1st grade students and their families in all sites implementing the Tutor Portal. Participating families will have access to the free Family Portal App for mobile phones. As an extension of our TutorMate program, Family Portal connects the classroom to the home, providing families with meaningful practice to reinforce reading and word attack skills. Each time the teacher changes a participating student's reading level, registered family members receive a text message and access to stories written at the child's instructional reading level so parents can provide supported reading right from their smart phone.

Data Security and Confidentiality

IFL shall comply with federal and state laws and regulations regarding confidentiality of student records. Specifically, IFL shall comply and shall assist partner districts in compliance, in

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all material respects, with applicable laws and regulations, including with the Family Education Rights and Privacy Act (FERPA), 20 U.S.C. 1232g., and the Protection of Pupil Rights Amendment (PRPA, 20 U.S.C. 1232h, and all applicable privacy laws.

To the extent IFL comes into contact with any student data of information, IFL will not disclose such information without eligible student/parent/guardian permission. Personally identifiable student information and education records, as defined pursuant to O.C.G.A. Title 20 and FERPA, will be, and will be deemed to have been, received in confidence and will be used only for the purpose of the services contemplated in our program offerings

Program Support

IFL will provide a local Program Ambassador who will be responsible for equipment installation and initial teacher training. Professional development begins in the fall with an initial on-site, 1-hour mandatory training for participating teachers. IFL will provide unlimited email and chat support to all district staff. Unlimited IFL phone tech support will be available to designated tech staff.

The School will provide the following:

School Leaders

- Attend TutorMate Briefing Sessions in mid-year and end of year.
- Designate one person to act as the key point of contact and communication for implementation purposes. Identify and notify teachers (preferable by the spring or the end of the year) for participation in the IFL implementation.
- Meet with IFL staff as appropriate to support the implementation.

Technology

- Designate one key school tech contact for the IFL implementation who will act as main point of contact.
- Ensure working ethernet and available drop for TutorMate laptops to hook into in participating classrooms.

Principals will:

- Agree to monitor the fidelity of the implementation and monitor usage of the program in participating rooms.
-

Participating Teachers will:

- Support the TutorMate program and check the classroom online tutoring laptop each morning before the first scheduled tutoring session.

- Notify tutors through the TutorMate Messaging Center if there is a sudden change in schedule for the day.
- Commence tutoring upon notification of tutor readiness.

This Agreement shall commence on August 1, 2019 through June 30, 2020. The School will not be obligated to renew this Agreement for subsequent years, however the School will notify IFL of its decision to renew or not renew by March 1 of each year. This agreement is governed by the laws of the State of California.

We look forward to a successful partnership to benefit students in the School.

By:_____

Kim Whitten
National Director, District Partnerships and Services
Innovations for Learning

Agreed:

_____
Signature

_____
Printed Name

_____
Title

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MOUNTAIN VIEW WHISMAN SCHOOL DISTRICT
PROFESSIONAL SERVICES AGREEMENT
FOR SPECIAL TAX CONSULTING SERVICES

THIS AGREEMENT is made and entered into this _____ day of _____, 2020, by and between the Mountain View Whisman School District ("School District") and Koppel & Gruber Public Finance, a California Corporation ("Consultant").

WHEREAS, the School District desires to engage Consultant to furnish Special Tax Consulting Services ("Project") as set forth in this Agreement.

NOW, THEREFORE, in consideration of the mutual promises, covenants and conditions herein contained, the parties agree as follows:

1. SERVICES

The Consultant shall perform Special Tax Consulting services. The scopes of services ("Services") is attached as Exhibit "A" and incorporated herein by this reference.

2. COMPENSATION

Consultant shall receive compensation, including authorized reimbursements, for all Services rendered under this Agreement at the rates set forth in Exhibit "B" attached hereto and incorporated herein by reference. Extra Work may be authorized, as described below, and if authorized, will be compensated at the rates and manner set forth in this Agreement.

2.1 Payment of Compensation. Consultant shall submit to the School District a monthly itemized statement which indicates work completed and Services rendered by Consultant. The statement shall describe the amount of Services and supplies provided since the initial commencement date, or since the start of the subsequent billing periods, as appropriate, through the date of the statement. The School District shall, within 30 days of receiving such statement, review the statement and pay all approved charges thereon.

2.2 Reimbursement for Expenses. Consultant shall be reimbursed for any expenses as authorized in Exhibit "B".

2.3 Extra Work. At any time during the term of this Agreement, the School District may request that Consultant perform Extra Work. As used herein, "Extra Work" means any work which is determined by the School District to be necessary for the proper completion of the Project, but which the parties did not reasonably anticipate would be necessary at the execution of this Agreement. Consultant shall not perform, nor be compensated for, Extra Work without written authorization from the School District's Representative.

3. SUSPENSION OR TERMINATION

3.1 **Term.** The term shall be one year from the date the Agreement was entered into.

3.2 **Suspension.** The School District may, at any time, by thirty (30) days written notice, suspend further performance by Consultant. All suspensions shall extend the time schedule for performance in a mutually satisfactory manner and the Consultant shall be paid for all services performed and reimbursable expenses incurred prior to the suspension date.

3.3 **Termination.** Either party may terminate this Agreement at any time by giving thirty (30) days' written notice to the other party of such termination. If this Agreement is terminated as provided herein, Consultant will be paid an amount which bears the same ratio to the total compensation as the services actually performed bears to the total services of Consultant covered by this Agreement, less payments of compensation previously made.

4. RESPONSIBILITIES OF CONSULTANT

The Services shall be performed by Consultant or under its supervision. Consultant will determine the means, methods, and details of performing the Services subject to the requirements of this Agreement. The School District retains Consultant on an independent contractor basis and not as an employee. Consultant retains the right to perform similar or different services for others during the term of this Agreement. Any additional personnel performing the Services under this Agreement on behalf of Consultant shall also not be employees of the School District and shall at all times be under Consultant's exclusive direction and control. Consultant shall pay all wages, salaries, and other amounts due such personnel in connection with their performance of Services under this Agreement and as required by law. Consultant shall be responsible for all reports and obligations respecting such additional personnel, including, but not limited to: social security taxes, income tax withholding, unemployment insurance, disability insurance, and workers' compensation insurance.

5. INSURANCE

As a condition precedent to the effectiveness of this Agreement for work to be performed hereunder and without limiting the indemnity provisions of the Agreement, the Consultant in partial performance of its obligations under such Agreement, shall procure and maintain in full force and effect during the term of the Agreement, the following policies of insurance.

Coverage	Minimum Limits
(a) General Liability **1) Products and completed operations** **2) Contractual liability** **3) Personal liability**	**$1,000,000 Combined Single Limit, per occurrence and general aggregate**
(b) Automobile Liability **1) Comprehensive automobile liability including owned, non-owned and hired autos**	**$1,000,000 Combined Single Limit, each accident**

Coverage	Minimum Limits
(c) Workers' Compensation **1) Workers' Compensation Insurance** **2) Employer's Liability**	**$1,000,000 (Statutory)**
(d) Professional Liability Insurance **1) Providing coverage on claims made basis for errors and omissions**	**$1,000,000 per claim and annual aggregate**

6. DOCUMENTS & DATA; LICENSING OF INTELLECTUAL PROPERTY

The Consultant may rely upon the accuracy of any documents provided to Consultant by the School District. The School District may copy, use, modify, or reuse any and all copyrights, designs, and other intellectual property embodied in plans, specifications, studies, drawings, estimates, and other documents or works of authorship fixed in any tangible medium of expression, including but not limited to, physical drawings or data magnetically or otherwise recorded on a computer data storage devices, which are prepared or caused to be prepared by Consultant under this Agreement ("Documents & Data"). Consultant represents and warrants that Consultant has the legal right to license any and all Documents & Data. Consultant makes no such representation and warranty in regard to Documents & Data which were prepared by design professionals other than Consultant or provided to Consultant by the School District. The School District shall not be limited in any way in its use of the Documents and Data at any time, provided that any such use not within the purposes intended by this Agreement shall be at the School District's sole risk.

7. GENERAL PROVISIONS

7.1 Accounting Records. Records of the Consultant's direct labor costs, payroll costs and reimbursable expenses pertaining to the Services covered by this agreement shall be maintained on a generally recognized accounting basis and made available during normal business hours upon reasonable notice. Consultant shall allow inspection of all work, data, documents, proceedings, and activities related to the Agreement for a period of three (3) years from the date of final payment under this Agreement.

7.2 Confidentiality. All ideas, memoranda, specifications, plans, procedures, drawings, descriptions, computer program data, input record data, written information, and other Documents and Data either created by or provided to Consultant in connection with the performance of this Agreement shall be held confidential by Consultant. Such materials shall not, without the prior written consent of the School District, be used by Consultant for any purposes other than the performance of the Services. Nor shall such materials be disclosed to any person or entity not connected with the performance of the Services or the Project. Nothing furnished to Consultant which is otherwise known to Consultant or is generally known, or has become known, to the related industry shall be deemed confidential. Consultant shall not use the School District's name or insignia, photographs of the Project, or any publicity pertaining to the

Services or the Project in any magazine, trade paper, newspaper, television or radio production or other similar medium without the prior written consent of the School District.

7.3 Cooperation; Further Acts. The Parties shall fully cooperate with one another, and shall take any additional acts or sign any additional documents as may be necessary, appropriate or convenient to attain the purposes of this Agreement.

7.4 Attorney's Fees. If either party commences an action against the other party, either legal, administrative or otherwise, arising out of or in connection with this Agreement, the prevailing party in such litigation shall be entitled to have and recover from the losing party reasonable attorney's fees and all other costs of such action.

7.5 Indemnification. Consultant shall defend, indemnify and hold the School District, its officials, officers, employees, volunteers, and agents free and harmless from all claims, damages, losses, and expenses arising out of the performance of the services described herein caused solely by the negligent acts, errors, or omission of the Consultant, its officials, officers, employees, agents, subcontractors, and subconsultants, except where caused in whole or in part by the active negligence or willful misconduct of the School District or its officials, officers, employees, agents, or volunteers.

7.6 Entire Agreement. This Agreement contains the entire Agreement of the parties with respect to the subject matter hereof, and supersedes all prior negotiations, understandings or agreements. This Agreement may only be modified by a writing signed by both parties.

7.7 Governing Law. This Agreement shall be governed by the laws of the State of California. Venue shall be in Santa Clara County.

7.8 Successors and Assigns. This Agreement shall be binding on the successors and assigns of the parties.

7.9 Assignment or Transfer. Consultant shall not assign, hypothecate, or transfer, either directly or by operation of law, this Agreement or any interest herein without the prior written consent of the School District. Any attempt to do so shall be null and void, and any assignees, hypothecates or transferees shall acquire no right or interest by reason of such attempted assignment, hypothecation or transfer.

7.10 Construction; References; Captions. Since the Parties or their agents have participated fully in the preparation of this Agreement, the language of this Agreement shall be construed simply, according to its fair meaning, and not strictly for or against any Party. Any term referencing time, days or period for performance shall be deemed calendar days and not work days. All references to Consultant include all personnel, employees, agents, and subconsultants of Consultant, except as otherwise specified in this Agreement. All references to School District include its elected officials, officers, employees, agents, and volunteers except as otherwise specified in this Agreement. The captions of the various articles and paragraphs are for convenience and ease of reference only, and do not define, limit, augment, or describe the scope, content, or intent of this Agreement.

7.11 Amendment; Modification. No supplement, modification, or amendment of this Agreement shall be binding unless executed in writing and signed by both Parties.

7.12 Ratification. In accordance with California Education Code Section 17604, this Agreement is not valid or an enforceable obligation against the District until approved or ratified by motion of the Governing Board duly passed and adopted.

7.13 Waiver. Consultant's waiver of any term, condition, or covenant, or breach of any term, condition, or covenant, shall not constitute the waiver of any subsequent breach of any other term, condition, or covenant.

7.14 Invalidity; Severability. If any portion of this Agreement is declared invalid, illegal, or otherwise unenforceable by a court of competent jurisdiction, the remaining provisions shall continue in full force and effect.

7.15 Authority to Enter Agreement. Consultant has all requisite power and authority to conduct its business and to execute, deliver, and perform the Agreement. Each Party warrants that the individuals who have signed this Agreement have the legal power, right, and authority to make this Agreement and bind each respective Party.

7.16 Counterparts. This Agreement may be signed in counterparts, each of which shall constitute an original.

IN WITNESS WHEREOF, the parties hereto have accepted, made and executed this Agreement upon the terms, conditions, and provisions above stated, the day and the year first above written.

Mountain View Whisman School District	**Koppel & Gruber Public Finance**
By: Ayindé Rudolph Ed.D	By: Lyn Gruber
	Lyn Gruber
Title: Superintendent	Title: Principal
Address: 1400 Montecito Ave. Mountain View, CA 94043	Address: 334 Via Vera Cruz, Suite 256 San Marcos, CA 92078

EXHIBIT "A"
SCOPES OF SERVICES

As the School District's Special Tax Consultant, K&G Public Finance will perform the following scopes of work in relation to the feasibility analysis and possible formation of a CFD within the North Bayshore Project. Note that the CFD Formation scope is a limited scope and reduced fee as the feasibility analysis will provide much of the detail that is necessary to complete the CFD Formation.

A. Feasibility Analysis

1. Participate in meetings and conference calls as necessary throughout the process. Develop effective channels of communication to facilitate the project moving forward in a successful and timely manner and to provide that the School District's stated goals and policy objectives are being met.
2. Develop a parcel database that will include information such as current and proposed land use, zoning, acreage, estimated number of proposed units, and other pertinent information necessary to determine rates and the boundaries of the CFD.
3. Determine the number of registered voters within the proposed boundaries of the CFD. This Task will help determine if a landowner Community Facilities District may be an option or if a registered voter election will be necessary.
4. Based on the database created in Task 2 and discussion with School District staff, develop the proposed boundaries of the CFD.
5. Prepare an estimated budget of the proposed facilities necessary to serve the students anticipated to be generated from the North Bayshore Project, including formation costs and bond issuance costs related to the CFD, if bonds are to be sold. Costs typically come from the architects or School District staff, however estimates from nearby districts may be utilized if School District specific costs are not available. Bond issuance costs are estimated and discussed with the financing team for completeness.
6. Create a special tax rate structure based on the budget, proposed boundaries and development expected to occur in the North Bayshore Project area. This may include Improvement Areas or zones.
7. Present special tax rate structures to School District staff and financing team. This analysis is reviewed and based on comments, modified if necessary and finalized prior to moving forward.
8. Prepare and present the recommended special tax rate structures to School Board or a School Board Subcommittee (as directed by School District staff) to assist in the decision making process. This presentation will include the various rate structures and formation requirements and process.
9. Take feedback and revise special tax rate structure if necessary. We will create up to four special tax rate structures.

B. CFD Formation (Optional and assumes Feasibility Analysis is completed)

1. Finalize the special tax rate structure based on the final budget completed in the Feasibility Analysis.

   The special tax rate structure is reviewed with the financing team, modified if necessary, and finalized prior to moving forward with the formation.

2. Develop the Rate and Method of Apportionment of Special Tax based on the special tax rate structure described above. The Rate and Method of Apportionment will be crafted to include a rational basis for spreading the special tax. Our methodologies provide an equitable allocation of special tax burden among future property owners. Additional items considered in the Rate and Method of Apportionment include a practical "trigger" method for classification of parcels into categories and a prepayment methodology.

3. Based on the boundaries determined in the Feasibility Analysis, prepare a boundary map in accordance with the Streets and Highways Code, 18-inch by 26-inch format suitable for recording as well as 8-inch by 11-inch format including the following items.

   a. CFD boundary.

   b. Identification of Improvement Areas and/or Zones if applicable.

   c. Configuration of Parcels at the time of district formation. This may include either assessor parcel numbers or recorded tract information.

4. Attend School Board meetings where the consideration of the Resolution of Intention, Resolution of Formation, and bond issuance are on the agenda for consideration.

5. Coordinate the appropriate signatures for the map and record the boundary map after approval by the School District Board.

6. Prepare the Community Facilities District Report in accordance with Government Code Section 53321.5. At a minimum the Community Facilities District Report will include the following components:

   a) A brief explanation of the annual special tax rates by special tax classification and the Rate and Method of Apportionment.

   b) A description of the proposed public facilities to be funded.

   c) Cost estimates of the proposed facilities.

   Typically included, although not required are the following components:

   d) Estimates of bond issuance and other incidentals costs.

   e) Description of the CFD and a copy of the boundary map.

7. Coordinate the appropriate signatures and record the Notice of Special Tax Lien upon formation of the CFD.

EXHIBIT "B"
COMPENSATION

K&G Public Finance will provide the above listed Scope of Services for the fees outlined below.

TASK	PROPOSED FEE
Feasibility Analysis Services	Hourly (at rates set forth below) not to exceed $19,800
CFD Formation (assumes Feasibility Analysis is completed within a year of the commencement of the CFD Formation)	$9,500

Expenses

In addition to fees for services, K&G Public Finance shall be reimbursed for direct expenses, including travel, mileage, photocopying, data sources, courier services, overnight delivery, and long-distance telephone expenses. These expenses are billed at our cost; we ***do not*** charge an administrative fee or additional expense mark up.

Billing Structure

K&G Public Finance will invoice on a monthly basis for each of the services included above. The quoted rates and fees will be subject to an annual Consumer Price Index increase for the San Francisco-Oakland-Hayward Metropolitan Area All Urban Consumer Price Index (All Items) beginning January, 2021.

Hourly Rate Schedule

The following hourly rates will be applied for the services described in the Scope of Services and will not exceed the total fee range as listed above.

TITLE	RATE
Principal	$240
Senior Associate	185
Associate	135
Production/Administration	85

1 August 2019

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

THIS AGREEMENT is made and entered into on January 8th, 2020_ ("Agreement"), by and between and **Mountain View Whisman School District** ("District") and Run for Fun Camps ("Contractor"). Contractor and District may be referred to herein individually as a "Party" or collectively as the "Parties."

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

   Class Theme: Organized and inclusive activities and games for any and all interested children

   Class Day/Time: Tuesdays, Wednesdays, and Fridays 11:30 am – 1:05 pm

   Class Dates: 01/08/2020 - 05/29/2020 (dates not charged for services because of holidays, breaks, or half days; 02/14, 02/18, 02/19, 02/21, 03/17, 04/07, 04/08, 04/10, 05/29)

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

   ☐ Contractor is providing services for a total flat fee of: $_____; or

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

   X Other: 54 sessions x $95/day (as per the dates listed above) = $5,130 *Price is subject to change if either party wishes to add or subtract any additional lunch sessions to the current schedule, at which point a new contract will be made and this contract will be voided*
   If either party must cancel any scheduled dates of services due to weather, natural disaster, or any other reason either party deems as necessary, whether expressed or withheld, a monetary refund of $95 per scheduled date missed may be requested by PTA of Huff Elementary so that the PTA does not pay for services not received.

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

3. **Agreement Time.** The Services shall commence on January 8th, 2020___ and shall be completed by May 29th, 20__20_. ("Agreement Time")

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

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

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

Mountain View Whisman School District	**Contractor: : Run for Fun Camps**
1400 Montecito Ave,	**418 Yerba Santa Ave.**

Mountain View, CA 94043
Attn: Chief Business Officer

Los Altos, CA 94202
Attn: David Barth

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

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

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

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

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

[X] The District has a statement of TB Clearance on file for each person.

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

INITIAL HERE: __*DMB*____ (Contractor initials). ***INITIAL HERE:*** _____ (District Representative initials)

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

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

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

INITIAL HERE: __*DMB*____ (Contractor initials).

TERMS & CONDITIONS TO INDEPENDENT CONTRACTOR AGREEMENT FOR PROFESSIONAL SERVICES

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

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

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

4. **Standard of Care.**

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

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

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

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

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

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

7. **Termination.**

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

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

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

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

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

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

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

District's notice of these expense, fees, and/or costs. The foregoing provisions are in addition to and not a limitation of any other rights or remedies available to District.

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

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

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

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

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

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

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

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

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

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

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

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

19. **Disputes:** In the event of a dispute between the parties as to

performance of Work, Agreement interpretation, or payment, the Parties shall attempt to resolve the dispute by negotiation and/or mediation, if agreed to by the Parties. Pending resolution of the dispute, Contractor shall neither rescind the Agreement nor stop Work.

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

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

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

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

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

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

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

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

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

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

Information regarding Contractor:

Indicate type of entity or if individual:

____ Individual
____ Sole Proprietorship
____ Partnership
____ Limited Partnership
__x__ Corporation
____ Limited Liability Company
____ Other: _____

Employer Identification and/or Social Security Number: __47-3992143_

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

Dept/Site Budget Program Coding
Program Code(s): Donations PTA/010-0130-0-5830-00-1110-1000-000000-004-0130

Project Approvals Required Prior to Contract Start Date

Requesting Administrator/Authorized Signer:	**Contractor:**
Mountain View Whisman School District	**Contractor Name:** Run for Fun
Dated: 01/07, 2020	Dated: 12/18, 2019
Signature: A. Si	Signature: David Barth
Print Name: Arline. Siam	Print Name: David Barth
Print Title: Interim Principal	Print Title: CEO, Run for Fun Camps

APPROVAL	
Authorized Signer (if not above)	**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

Agenda Item for Board Meeting of 1/23/2020

Agenda Category: CONSENT AGENDA

Agenda Item Title: Graham Middle School Book Discard

Estimated Time:

Person Responsible: Cathy Baur, Chief Academic Officer

Background:
When district-owned books, equipment and supplies become unusable, obsolete, or no longer needed, the Superintendent or designee shall identify these items to the Governing Board, a recommendation that they be sold or disposed of by one of the methods prescribed in law and administrative regulations.
• Currently adopted instructional materials replace various past-adopted materials.
• The following process will be used to discard the identified instructional materials:
o Post a notice to inform parents, students, and teachers that these books are available for them to take
o Destroy or dispose

Fiscal Implication:
None.

Recommended Action:
That the Board approve of the disposal plan.

ATTACHMENTS:

Description	Type	Upload Date
Graham Book Discard List	Backup Material	11/19/2019

Title	Author
100 great poems by women : a golden Ecco anthology	edited by Carolyn Kizer.
100 plus American poems.	Molloy, Paul, ed.
2041 : twelve stories about the future by top science fiction writers	by Jane Yolen.
2100 Laughs for All Occasions	Orben, Robert
24 hours	Mahy, Margaret.
43 Old Cemetery Road Dying to Meet You : #1	Klise, Kate
A corner of the universe	Martin, Ann M., 1955-
A fire in my hands : a book of poems	Soto, Gary.
A Gathering of flowers : stories about being young in America	edited by Joyce Carol Thomas.
A glory of unicorns	Coville, Bruce.
A Horse for All Seasons : Collected Stories	Welch, Sheila Kelly
A mouse called Wolf	King-Smith, Dick.
A proud taste for scarlet and miniver	Konigsburg, E. L.
A sending of dragons	Yolen, Jane.
A tree place & other poems	Levy, Constance.
A walk to remember	Sparks, Nicholas.
A wizard named Nell	Koller, Jackie French.
A wolf at the door : and other retold fairy tales	edited by Ellen Datlow and Terri Windling.
A wrinkle in time	L'Engle, Madeleine.
Abduction!	Kehret, Peg.
Abhorsen	Nix, Garth.
About the B'nai Bagels	Konigsburg, E L.
Above the veil / #4 Seventh Tower series	Nix, Garth.
Ace, the very important pig	King-Smith, Dick.
Across the Wall: A Tale of Abhorsen & other Stories : Tale of Abhorsen & Other Stories	Nix, Garth.
Aenir / #3 Seventh Tower series	Nix, Garth.
Alex Ryan, stop that!	Mills, Claudia.
Alien secrets.	Klause, Annette Curtis.
Aliens in the family	Mahy, Margaret.
Amalia/Diary two : Fate	Martin, Ann M.
American dragons : twenty-five Asian American voices	edited by Laurence Yep.
Angelfish	Yep, Laurence.
Animal farm	Orwell, George.
Apollo 13	Lovell, Jim
Armageddon summer	Yolen, Jane.
Arms & armor	Byam, Michele.
Ascension	Dalkey, Kara, 1953-
Awkward	Chmakova, Svetlana, 1979-
Babe the Gallant Pig	King-Smith, Dick.
Baseball in April and other stories	Soto, Gary.
Beauty : a retelling of the story of Beauty & the beast	McKinley, Robin.
Behind the mountains	Danticat, Edwidge, 1969-
Belle Teal	Martin, Ann M.
Bing bang boing : poems and drawings	Florian, Douglas.
Birthday surprises : ten great stories to unwrap	edited by Johanna Hurwitz.
Black Beauty.	Sewell, Anna.
Blood and chocolate	Klause, Annette Curtis.
Boots and the Seven Leaguers : a rock-and-troll novel	Yolen, Jane.
Breaking boxes	Jenkins, A M.
Breaking dawn	Meyer, Stephenie.
Bridled with rainbows	Brewton, Sara.

Title	Author
Bruce Coville's book of magic II : more tales to cast a spell on you	compiled and edited by Bruce Coville ; assisted by Lisa Meltzer ; illustrated by John Pierard.
Cages	Kehret, Peg.
Caleb's story	MacLachlan, Patricia.
California Blue	Klass, David.
Can of worms	Mackel, Kathryn, 1950-
Cart and cwidder	Jones, Diana Wynne.
Casey at the bat	Thayer, Ernest Lawrence, 1863-1940.
Castaways of the Flying Dutchman	Jacques, Brian.
Castle / #2 Seventh Tower series	Nix, Garth.
Castle in the air	Jones, Diana Wynne.
Chester Cricket's pigeon ride	Selden, George, 1929-
Child of the owl	Yep, Laurence.
Chronicle of a death Foretold : 100 Years of solitude	Marquez, Gabriel-Garcia.
Come like shadows	Katz, Welwyn Wilton.
Conquerors' Heritage	Zahn, Timothy
Crush	Chmakova, Svetlana, 1979-
Curses, Inc : and other stories	Vande Velde, Vivian.
Danger zone	Klass, David.
Dark Waters	MacPhail, Catherine.
Dawn/Diary one : Friends, Changes, Together, Alone	Martin, Ann M.
Diary of a Wimpy Kid : Novel in cartoons	Kinney, Jeff.
Dinah Forever	Mills, Claudia.
Do you know the monkey man?	Butler, Dori Hillestad.
Doormat	McWilliam, Kelly
Downsiders	Shusterman, Neal
Dragon and Soldier	Zahn, Timothy
Dragon cauldron	Yep, Laurence.
Dragon of the lost sea	Yep, Laurence.
Dragon steel	Yep, Laurence.
Dragon war	Yep, Laurence.
Dragon's Gate.	Yep, Laurence.
Drowned Wednesday #3 Keys to the Kingdom	Nix, Garth.
Drujienna's harp.	McKenzie, Ellen Kindt.
Ducky/Diary two : Try, Again	Martin, Ann M.
Early moon	Sandburg, Carl.
Widsnap	kessler, Liz
Escape from Warsaw	Serraillier, Ian.
Escaping the Giant Wave	Kehret, Peg.
Every Man for Himself : 10 short stories about being a guy	Mercado, Nancy.
Everything Changes	Martin, Ann M.
Fantasy Stories	Jones, Diana Wynne
Fat man in a fur coat, and other bear stories	Schwartz, Alvin, 1927-
Fatal attraction	Keene, Carolyn.
Favorite sleuths	Ernst, John, ed.
Fearless Fernie : hanging out with Fernie and me	Soto, Gary.
Fifty short science fiction tales	Asimov, Isaac, ed.
Five Great Short Stories	London, Jack
Flavor of the week	Shaw, Tucker.
Floodland	Sedgwick, Marcus.
Flowers for Algernon	Keyes, Daniel.

Title	Author
Focus on Life Science / 7th / Prentice Hall 2007.	
Framed	Korman, Gordon.
Front porch stories at the one-room school	Tate, Eleanora E.
Funny Frank	King-Smith, Dick.
Ghost Class/Ghostville Elementary	Jones, Marcia.
Ghosts	Telgemeier, Raina,
Girl in a cage	Yolen, Jane.
Girls got game : sports stories and poems	edited by Sue Macy.
Good Night, Mr. Tom	Magorian, Michelle
Good-bye, Mr. Chips, and other stories : James Hilton ; illustrations by Donna Diamond.	Hilton, James, 1900-1954.
Goose chase	Kindl, Patrice.
Gothic! : Ten Original Dark Tales	Noyes, Deborah
Great American short stories	edited by Wallace and Mary Stegner.
Great Cape Rescue : Society of Super Secret Heroes	Shalant, Phyllis
Great ghost stories of the old West.	Baker, Betty, ed.
Greetings from planet earth	Kerley, Barbara.
Grim Tuesday	Nix, Garth.
Growing Up Stories : A Time for Discovery	Byars, Betsy.
Gully's travels	Seidler, Tor.
Gypsy Rizka	Alexander, Lloyd.
Half-human	edited and compiled by Bruce Coville ; photo illustrations by Marc Tauss.
Hardy Boys: Martial Law : Undercover Brothers	Dixon, Franklin W.
Harpist in the Wind	McKillip, Patricia.
Harriet Spies Again	Ericson, Helen
Harry Potter and the chamber of secrets.	Rowling, J.K.
Harry's Mad	King-Smith, Dick.
Haunting Christmas Tales	Aiken, Joan.
Haunting Tales	Hawthorne, Nathaniel.
Heart's blood	Yolen, Jane.
Here there be dragons	Yolen, Jane.
Here Today	Martin, Ann M.
Hocus Pocus: A Tale of Magnificent Magicians.	Kieve, Paul
Horror at the haunted house.	Kehret, Peg.
Horse stories	Pullein-Thompson, Christine.
House of Many Ways	Jones, Diana Wynne
How to cheat a dragon's curse : the heroic misadventures of Hiccup Horrendous Haddock III	Cowell, Cressida.
If I were in charge of the world and other worries : poems for children and their parents	Viorst, Judith.
Indigo's Star	McKay, Hilary
Interpreter of maladies : stories	Lahiri, Jhumpa.
Into battle / #5 Seventh Tower series	Nix, Garth.
Jennifer, Hecate, Macbeth, William McKinley, and me, Elizabeth	Konigsburg, E L.
adults	ed. by Donald R. Gallo.
Journey	MacLachlan, Patricia.
Journey across planet X	Watson, Jude.
Journeyman wizard	Zambreno, Mary Frances, 1954-
Journeyman wizard : a magical mystery	Zambreno, Mary Frances, 1954-
Just a summer romance	Martin, Ann M., 1955-
Just So Stories	Kipling, Rudyard.

Title	Author
Keeper of the Lost Cities Lagacy : Legacy	Shannon Messenger.
Keeping score	Park, Linda Sue.
Keeping the good light	Kirkpatrick, Katherine.
Kissing Tennessee and other stories from the Stardust Dance	Appelt, Kathi, 1954-
Lady Friday	Nix, Garth.
Lassie Come-Home	Knight, Eric, 1897-1943.
Later, Gator	Yep, Laurence.
LaveideM	McFann, Jennifer
Lies : a Gone novel	Grant, Michael, 1954-
Lirael, daughter of the Clayr	Nix, Garth.
Listen for Rachel	Kassem, Lou.
Lizzie at last	Mills, Claudia.
Long Journey Home	Lester, Julius
Looking for Alibrandi	Marchetta, Melina, 1965-
Lord Sunday	Nix, Garth.
Losers, Inc	Mills, Claudia.
Losing Louisa	Caseley, Judith.
Lumberjanes. 5, Band together	Stevenson, Noelle,
Maggie/Diary two : Weight, Problems	Martin, Ann M.
Magic Elizabeth	Kassirer, Norma.
Many stones	Coman, Carolyn.
Martin's mice	King-Smith, Dick.
Massie : Summer Collection/the Clique	Harrison, Lisi
Maximum Ride: The Angel Experiment	Patterson, James.
Medusa Jones	Collins, Ross.
Midnight , New Prophecy #1	Hunter, Erin.
Miss Spitfire	Miller, Sarah
Missing girls	Metzger, Lois.
Mister Monday	Nix, Garth.
sex	Manley, Seon.
Moccasin trail	McGraw, Eloise Jarvis.
Moonrise	Hunter, Erin.
More Scary Stories For Sleep-overs	Pearce, Q.L.
Mountain light	Yep, Laurence.
Mr. Ape	King-Smith, Dick.
My Ántonia	Cather, Willa, 1873-1947.
Mystery at Lake Placid	MacGregor, Roy, 1948-
Nancy Drew Files: Trail of Lies : Case 53	Keene, Carolyn.
Neighborhood odes	Soto, Gary.
New England men of letters	Sullivan, Wilson.
Nicobobinus	Jones, Terry, 1942-
Night of fear	Kehret, Peg.
Nightmare mountain	Kehret, Peg.
Nineteen eighty-four	Orwell, George.
No me llamo Angelica	O'Dell, Scott.
No swimming in Dark Pond and other chilling tales	Gorog, Judith.
O pioneers!	Cather, Willa.
Oddly Enough	Coville, Bruce.
Odysseus in the serpent maze	Yolen, Jane.
Old and new poems	Hall, Donald.
One Beastly Beast : (Two Aliens, Three Inventors, Four Fantastic Tales)	Nix, Garth.

Title	Author
Onion tears	Kidd, Diana.
Open the doors	Fisher, Margery.
Open your eyes : extraordinary experiences in faraway places	edited by Jill Davis.
Hardy Boys	Dixon, Franklin W.
Our Town	Wilder, Thornton.
Out of bounds : seven stories of conflict and hope	Naidoo, Beverley.
Out of nowhere : a novel	Sebestyen, Ouida.
Outstanding in My Field	Jennings, Patrick
Over my dead body	Klise, Kate.
Owl in love	Kindl, Patrice.
Page four.	Klass, Sheila Solomon.
Parable of the talents	Butler, Octavia E.
Passager	Yolen, Jane.
Peach Boy	Hooks, William H.
Pendragon #1 The merchant of death	MacHale, D.J.
Pendragon #3 The never war	MacHale, D. J.
Pendragon #5 Black Water : Pendragon: Book 5	MacHale, D.J.
Pendragon #6 Rivers of Zadaa : Pendragon	MacHale, D.J.
Petty crimes	Soto, Gary.
Pigs might fly : a novel	King-Smith, Dick.
Pinky Pye	Estes, Eleanor, 1906-1988.
Pinocchio	Collodi, Carlo.
Pizza, Pigs, and Poetry.	Prelutsky, Jack.
Playing for keeps	Nixon, Joan Lowery.
Please do not touch	Gorog, Judith.
Premier League Champions 2016/17 : Official Chelsea FC Souvenir of a sensational season	David Antill, Richard Godden, Dominic Bliss, James Sugrue.
Project Mulberry	Park, Linda sue
Quinceañera means sweet fifteen	Chambers, Veronica.
Redwall	Jacques, Brian.
Regarding the fountain : a tale, in letters, of Liars and Leaks	Klise, Kate.
Regarding the Trees	Klise, Kate
Rescue chopper	Hallman, Ruth, 1929-
Rex Tabby: Cat Detective	Kirk, Daniel.
Ribbons	Yep, Laurence.
Rifles for Watie	Keith, Harold.
Rissa Bartholomew's Declaration of Independence	Comerford, Lynda B.
Robyn's book	Miller, Robyn.
Rolling Thunder : Road to Daytona	Wright, Kent
Rootabaga stories	Sandburg, Carl.
Rufus M	Estes, Eleanor, 1906-1988.
Run away home	McKissack, Patricia C.
Runaway Ralph	Cleary, Beverly.
Sabriel	Nix, Garth.
Scholastic's A+ Guide to Book Reports.	Colligan, Louise
Secret letters from 0 to 10	Morgenstern, Susie Hoch.
Selected short stories of Nathaniel Hawthorne	Hawthorne, Nathaniel, 1804-1864.
Send no blessings	Naylor, Phyllis Reynolds.
Seven strange & ghostly tales	Jacques, Brian.
Shade's children	Nix, Garth.
Shadow of doubt	Brown, Jeremy.
Shattered : stories of children and war	edited by Jennifer Armstrong.

Title	Author
Shock around the clock : timely tales of terror	Dorion, David.
Shoeless Joe	Kinsella, W P.
Sir Thursday : Keys to the Kingdom	Nix, Garth.
Sister	Greenfield, Eloise.
Sisters	Telgemeier, Raina.
Snow Flower and the Secret Fan	See, Lisa
Someday you'll write.	Yates, Elizabeth.
Song for a shadow	MacKinnon, Bernie.
Spellbound	McDonald, Janet, 1953-
Spindle's End	McKinley, Robin.
Spring Pearl: the Last Flower : Girls of Many Lands/China	Yep, Laurence.
Sprints and distances : sports in poetry and the poetry in sport	Morrison, Lillian, comp.
Standing up to Mr. O	Mills, Claudia.
Star Wars Collection /#1 Phantom Menace#2 Attack of the Clones#3 Revenge of the Sith : Star Wars Collector's Edition	Wrede, Patricia C.
Star Wars: Book Two.	Davids, Paul.
Star wars. Dark forces : soldier for the empire	Dietz, William C.
Stay true : short stories for strong girls	Singer, Marilyn
Stealing Freedom	Carbone, Elisa.
Stones in water	Napoli, Donna Jo.
Stories by O. Henry	Henry, O.
Stories of the early West	Harte, Bret.
Strangely enough!	Colby, C B.
Stravaganza : city of masks	Hoffman, Mary, 1945-
Sunny/Diary three : Just. Cry	Martin, Ann M.
Superior Saturday: Keys to the Kingdom : Keys to the Kingdom #6	Nix, Garth.
Swallowing stones	McDonald, Joyce
Sweet America : an immigrant's story	Kroll, Steven.
Sweetwater	Yep, Laurence, 1948-
Swindle	Korman, Gordon.
Sword of the Rightful King : A Novel of King Arthur	Yolen, Jane.
Tales of Louisa May Alcott	Owens, L.L.
Tangled Webb	McGraw, Eloise.
Taran Wanderer	Alexander, Lloyd.
The adventure of the cardboard box [and] A scandal in Bohemia	Doyle, Sir Arthur Conan.
The Alley	Estes, Eleanor, 1906-1988.
The amber cat	McKay, Hilary.
The Arkadians	Alexander, Lloyd.
The Beetle and me : a love story	Young, Karen Romano.
The Best short stories by Black writers : the classic anthology from 1899 to 1967	edited and with an introduction by Langston Hughes.
The BFG / LIT Circle Set	Dahl, Roald.
The Blue Sword	McKinley, Robin.
The book of Atrix Wolfe	McKillip, Patricia A.
The book of story beginnings	Kladstrup, Kristin.
The book of three	Alexander, Lloyd.
The Canada geese quilt	Kinsey-Warnock, Natalie.
The canine connection : stories about dogs and people	Hearne, Betsy Gould.
The Castle of Llyr.	Alexander, Lloyd.
The chicken doesn't skate	Korman, Gordon.
The clearing : a mystery	Miller, Dorothy Reynolds, 1941-
The clockwork three	Kirby, Matthew J., 1976-

Title	Author
The clue in the old stagecoach	Keene, Carolyn.
The Clue of the Dancing Puppet : Nancy Drew	Keene, Carolyn.
The clue of the whistling bagpipes	Keene, Carolyn.
The complete short stories of Mark Twain	Twain, Mark.
The cricket in Times Square	Selden, George, 1929-
The dark-thirty : Southern tales of the supernatural	McKissack, Patricia C.
The deep	Korman, Gordon.
The devil's arithmetic	Yolen, Jane.
The dollar man.	Mazer, Harry.
The Door in the Hedge	McKinley, Robin
The Drackenberg adventure	Alexander, Lloyd.
The dragon's boy : a tale of young King Arthur	Yolen, Jane.
The dragonling	Koller, Jackie French.
The Eagle's Shadow	Martin, Nora
The exiles	McKay, Hilary.
The facts and fictions of Minna Pratt	MacLachlan, Patricia.
The fall	Nix, Garth.
The fall of the Amazing Zalindas	Mack, Tracy.
The first two lives of Lukas-Kasha	Alexander, Lloyd.
The Flip Side	Matthews, Andrew
The Forgotten Beasts of Eld	McKillip, Patricia A.
The friends	Yumoto, Kazumi.
The frog princess	Baker, E. D.
The Gammage Cup	Kendall, Carol.
The Gawgon and The Boy	Alexander, Lloyd.
The good master	Seredy, Kate.
The graphic story of the American Presidents	Whitney, David C.
The hero and the crown	McKinley, Robin.
The Horribly Haunted School	Mahy, Margaret.
The hundred dresses	Estes, Eleanor.
The Hunger Games / LIT Circle Set	Collins, Suzanne.
The hunting of the last dragon	Jordan, Sherryl.
The Illyrian adventure	Alexander, Lloyd.
The inner city Mother Goose	Merriam, Eve.
The iron ring	Alexander, Lloyd.
The Kingfisher treasury of ghost stories	chosen by Kenneth Ireland ; illustrated by Tony Morris.
The last song	Sparks, Nicholas.
The last-place sports poems of Jeremy Bloom : a collection of poems about winning, losing, and being a good sport (sometimes)	Korman, Gordon.
The Legend of Luke/ #12	Jacques, Brian.
The Lightning Thief	Riordan, Rick.
The loners : short stories about the young and alienated	Schulman, L M comp.
The mailbox	Shafer, Audrey.
including a performance by the entire cast of the Gallimaufry-Theatricus	Alexander, Lloyd.
The metamorphosis	Kafka, Franz, 1883-1924.
The middle Moffat	Estes, Eleanor, 1906-1988.
The midnight ghosts	Fischel, Emma.
The Moffats	Estes, Eleanor, 1906-1988.
The moorchild	McGraw, Eloise Jarvis.
The mysterious stranger and other stories	Twain, Mark, 1835-1910.

Title	Author
The mystery at Lilac Inn.	Keene, Carolyn.
The mystery of the conjured man	Mack, Tracy.
The night the bells rang	Kinsey-Warnock, Natalie.
The ogre downstairs	Jones, Diana Wynne.
The Origin of Species.	Darwin, Charles
The Outlaws of Sherwood	McKinley, Robin
The Oxford book of children's stories	selected and introduced by Jan Mark.
The Pack	Carbone, Elisa Lynn
The poems of Stephen Crane	Crane, Stephen.
The Ragwitch	Nix, Garth.
The real tin flower : poems about the world at nine	Barnstone, Aliki.
The reality bug	MacHale, D. J.
The remarkable journey of Prince Jen	Alexander, Lloyd.
The restaurant at the end of the universe / #2	Adams, Douglas, 1952-
The Riddle-master of Hed	McKillip, Patricia.
The ring of McAllister : a score-raising mystery featuring 1,046 must-know SAT vocabulary words	Marantz, Robert.
The rise and fall of Darth Vader	Windham, Ryder.
The rope trick	Alexander, Lloyd.
The Roundhill	King-Smith, Dick.
The Sandy Bottom Orchestra	Keillor, Garrison
The Scary States of America	Teitelbaum, Michael.
The school mouse	King-Smith, Dick.
The scream museum	Zindel, Paul.
The Season	Sarah MacLean.
The second Mrs. Gioconda	Konigsburg, E. L.
The Secret Garden.	Burnett, Frances Hodgson.
The secret of NIMH.	O'Brien, Robert C.
The secret of Red Gate Farm.	Keene, Carolyn.
The singing tree	Seredy, Kate.
The square root of murder	Zindel, Paul.
The star fisher	Yep, Laurence.
The Stray	King-Smith, Dick.
The surfing corpse	Zindel, Paul.
The Tequila Worm	Canales, Viola
The transfigured hart	Yolen, Jane.
The travelers : book one	MacHale, D.J.
The trumpeter of Krakow	Kelly, Eric P.
The Tunnel of Hugsy Goode	Estes, Eleanor.
The Ugly Goddess	Marston, Elsa
The uncivil war	Klass, Sheila Solomon.
The unicorn expedition & other stories	Ray, Satyajit, 1921-1992,
The victory garden	Kochenderfer, Lee.
The violet keystone / #6 Seventh Tower series	Nix, Garth.
The Volcano Disaster	Kehret, Peg.
The wild hunt	Yolen, Jane.
The wild road	King, Gabriel.
The Witch Family	Estes, Eleanor.
The Witch Returns	Naylor, Phyllis Reynolds.
The witches	Dahl, Roald.
The Witches of Hopper Street	Gondosch, Linda
The wizard in the tree	Alexander, Lloyd.

Title	Author
The Wizard of Washington Square	Yolen, Jane.
The wizard's apprentice	Koller, Jackie French.
The wizard's scepter	Koller, Jackie French.
The Year's Best Science Fiction	Dozois, Gardner.
writers	edited by Gordon Snell.
Thief of hearts	Yep, Laurence.
Three Cups of Tea	Mortenson, Greg
Tiger Moon	Michaelis, Antonia
Tiger, tiger, burning bright : a novel	Koertge, Ronald.
Time cat : the remarkable journeys of Jason and Gareth	Alexander, Lloyd.
Time ghost	Katz, Welwyn Wilton.
Time to Love/Stories from the Old Testament : bible stories	Myers, Walter Dean.
Timon's tide	Butler, Charles, 1963-
Tingleberries, Tuckertubs and Telephones	Mahy, Margaret.
To Build a Fire and Other Stories	London, Jack
Toes (cat)	Seidler, Tor.
Tomorrowland : ten stories about the future	compiled by Michael Cart.
Treasury of Ghost Stories	Ireland, Kenneth
Troubletwisters	Nix, Garth.
Tucker's countryside	Selden, George, 1929-
Twelve impossible things before breakfast : stories	Yolen, Jane.
Two dogs and a horse	Kjelgaard, Jim.
Two-Minute Mysteries Collection	Sobol, Donald J.
adults	Gallo, Donald.
Underrunners	Mahy, Margaret.
Understood Betsy	Fisher, Dorothy Canfield.
UnSouled	Shusterman, Neal,
Useful idiots	Mark, Jan, 1943-2006.
Voyage of Slaves: A Tale From Castaways of the Flying Dutchman	Jacques, Brian.
Walkabout	Marshall, James Vance, 1924-
What Jamie saw	Coman, Carolyn.
When the circus came to town	Yep, Laurence.
Whistle in the graveyard: folktales to chill your bones	Leach, Maria.
Who was Frida Kahlo?	Fabiny, Sarah.
Who will know us? : new poems	Soto, Gary.
Winter	Marsden, John
Winter rose	McKillip, Patricia A.
Witch water	Naylor, Phyllis Reynolds.
Wizard's hall	Yolen, Jane.
Women who write	Smith, Lucinda.
Woodsong	Paulsen, Gary.
Year of the griffin	Jones, Diana Wynne.
Year the Swallows Came Early	Fitzmaurice, Kathryn
You be the jury. (Story collections)	Miller, Marvin.
You're a brave man, Julius Zimmerman	Mills, Claudia.
Zebra and other stories	Potok, Chaim.

Mountain View Whisman School District

Agenda Item for Board Meeting of 1/23/2020

Agenda Category: CONSENT AGENDA

Agenda Item Title: Approval of Payroll Report and Accounts Payable Warrant List for the Month of December 2019

Estimated Time:

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

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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 $6,473,290.91

Recommended Action:
That the Board of Trustees approve the Payroll Report and Accounts payable Warrant List, as submitted.

ATTACHMENTS:

Description	Type	Upload Date
2019 December Backup	Backup Material	1/14/2020

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 20, 2019**

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 $ **4,343,356.07** to cover the submitted payroll prelists (PAY510, PAY512 & PAY513).

Payroll warrants will not be released without this signed authorization in District Business & Advisory Services (DBAS).

Authorized Signer's Signature: Nadia Ruelas Pongo

Name: Nadia Ruelas Pongo

Title: Director of Fiscal Services

Date: 12/13/19

Revised 09/01/2018

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 10, 2019**

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 $ **547.41** 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: [signature]

Name: Nadia Ruelas Pongo

Title: Director of Fiscal Services

Date: 12/4/2019

Revised 09/01/2018

12/01/2019-12/31/2019

District Totals 29 MOUNTAIN VIEW WHISMAN SD

GROSS	OVER-TIME	OASDI-GROSS	MEDI-GROSS	SDI-GROSS	FIT	STRS	PERS
4343903.48	12665.83	1228851.52	4230289.16	978097.03	416363.15	309531.16	85136.46

TAX-GROSS-FD	IMP-GROSS-FD	OASDI	MEDI	SDI	SIT	STRS-TS	PERS-TS
3676740.03	0.00	76188.83	61738.38	9780.99	163790.84	309531.16	85136.46

NTX-GROSS	TSA	DED	CAR	SURV-BEN	EIC	GLI (8999)	NET
113945.17	158550.66	445449.87	0.00	0.00	0.00	330.85	2617373.14

TAX-GROSS-ST	IMP-GROSS-ST	OASDI-EMPR	MEDI-EMPR	STRS-EMPR	PERS-EMPR
3676740.03	0.00	0.00	0.00	0.00	0.00

TAX-PAID-CLC	MEDI+ GROSS	MEDI+
0.00	0.00	0.00

District?	29
Effective Year?	Not specified
Effective QTR?	Not specified
Compute Totals Rule?	N/A
Record Type?	All record types
Cancel Option?	All canceled/uncanceled
Summary Option?	District totals only
One employee per Page?	No
Include terminated employees?	Yes
SSN masking?	1
Pay line detail?	No pay-line detail/summary
Deduction detail?	No deduction detail/summary
Account detail?	No account detail/summary
Print position summary?	No
Selected Pay Codes?	
Selected Pay Locations?	
Selected DI/SSN?	
Selected Name From?	
To?	

MOUNTAIN VIEW WHISMAN SCHOOL DISTRICT
ACCOUNTS PAYABLE WARRANT LIST
FOR THE MONTH OF DECEMBER 2019

Warrant Number	Date	Name	Amount
29039479	12/4/2019	CASSARA, GIUSEPPA	$ 382.00
29039480	12/4/2019	CHAC	$ 10.00
29039481	12/4/2019	CHAN, TAMEI	$ 382.00
29039482	12/4/2019	LIFE INSURANCE CO OF N AMERICA	$ 20.30
29039483	12/4/2019	MY DIGITAL TAT2 INC.	$ 1,500.00
29039484	12/4/2019	PACIFIC GAS AND ELECTRIC CO	$ 48,784.89
29039485	12/4/2019	ROBINSON OIL CORPORATION	$ 1,176.01
29039486	12/4/2019	SUN LIFE FINANCIAL	$ 873.49
29039487	12/4/2019	AMERICAN FIDELITY ASSURANCE CO	$ 1,378.69
29039488	12/4/2019	AMERIFLEX	$ 10,615.14
29039489	12/4/2019	ANTHEM BLUE CROSS	$ 289,092.66
29039490	12/4/2019	CALIFORNIA TEACHERS	$ 29,196.40
29039491	12/4/2019	CHILDREN'S DISCOVERY MUSEUM	$ 80.00
29039492	12/4/2019	COLONIAL LIFE	$ 33,309.35
29039493	12/4/2019	KAISER FOUNDATION HEALTH PLAN	$ 313,129.09
29039494	12/4/2019	QUADRO, MICHAEL	$ 300.00
29039495	12/4/2019	STANDARD INSURANCE CO	$ 4,767.06
29039496	12/4/2019	101 THERAPY STAFFING INC	$ 15,610.56
29039497	12/4/2019	A BRIGHTER WORLD	$ 140.00
29039498	12/4/2019	AT&T MOBILITY	$ 193.12
29039499	12/4/2019	CALIFORNIA WATER SERVICE	$ 68.84
29039500	12/4/2019	COLEMAN, CARTER	$ 382.00
29039501	12/4/2019	DAGAR, SWATI	$ 1,295.00
29039502	12/4/2019	DE LAGE LANDEN FIN. SERVICES	$ 555.21
29039503	12/4/2019	GARDENLAND CENTER INC	$ 423.80
29039504	12/4/2019	INTENTIONAL STRATEGIES FOR	$ 1,200.00
29039505	12/4/2019	Pediatric Therapy Services	$ 16,560.00
29039506	12/4/2019	ROY, RICHARD	$ 382.00
29039507	12/4/2019	SANTA CLARA COE	$ 17,210.00
29039508	12/4/2019	SOUTHWEST SCHOOL & OFFICE	$ 983.39
29039509	12/4/2019	TIRES ON THE GO	$ 639.64
29039510	12/4/2019	TSO, RAE	$ 382.00
29039511	12/4/2019	The Home Depot Pro	$ 2,017.81
29039512	12/4/2019	VORCE, JOHN	$ 382.00
29039513	12/4/2019	WELDON, SANDRA	$ 382.00
29039514	12/4/2019	WEST COAST ARBORISTS INC	$ 3,150.00
29039515	12/4/2019	WOLFERS, MARYELLEN	$ 382.00
29039516	12/5/2019	ARTIK ART & ARCHITECTURE	$ 55,915.00
29039517	12/5/2019	CLEARY CONSULTANTS INC	$ 3,743.25
29039518	12/5/2019	COULTER CONSTRUCTION INC	$ 28,188.65
29039519	12/5/2019	GALEB PAVING INC	$ 6,464.75
29039520	12/5/2019	QUATTROCCHI KWOK ARCHITECTS IN	$ 6,918.50
29039521	12/5/2019	RODAN BUILDERS INC	$ 953.23
29039522	12/5/2019	TRI VALLEY EXCAVATING CO INC	$ 23,110.45
29039523	12/6/2019	BENCHMARK EDUCATION	$ 784.80

MOUNTAIN VIEW WHISMAN SCHOOL DISTRICT
ACCOUNTS PAYABLE WARRANT LIST
FOR THE MONTH OF DECEMBER 2019

Warrant Number	Date	Name	Amount
29039524	12/6/2019	CSTA	$ 205.00
29039525	12/6/2019	IRIS MEDIA INC.	$ 182.50
29039526	12/6/2019	SOUTHWEST SCHOOL & OFFICE	$ 685.30
29039527	12/6/2019	ACSA	$ 3,750.00
29039528	12/6/2019	ANALYTIC	$ 1,000.00
29039529	12/6/2019	ANDERSON, SARAH	$ 14,934.00
29039530	12/6/2019	BOGDANIC, PRISCILA	$ 364.41
29039531	12/6/2019	CALDERON, KRISTEN	$ 177.93
29039532	12/6/2019	CALIFORNIA MUSEUM	$ 456.00
29039533	12/6/2019	CITI CARDS	$ 701.94
29039534	12/6/2019	DISCOVERY EDUCATION INC.	$ 9,000.00
29039535	12/6/2019	ENVIRONMENTAL SYSTEMS INC	$ 19,414.00
29039536	12/6/2019	GARDENLAND CENTER INC	$ 65.32
29039537	12/6/2019	LANGUAGE LINE SERVICES INC	$ 30.00
29039538	12/6/2019	LIVING CLASSROOM	$ 8,325.00
29039539	12/6/2019	MEDICAL BILLING TECHNOLOGIES	$ 165.73
29039540	12/6/2019	MORALES, SUSANA	$ 52.25
29039541	12/6/2019	MYSTERY SCIENCE INC.	$ 198.00
29039542	12/6/2019	McARTHUR & LEVIN LLP	$ 2,472.00
29039543	12/6/2019	NCS Pearson Inc.	$ 7,786.44
29039544	12/6/2019	ORBACH HUFF SUAREZ & HENDERSON	$ 6,534.45
29039545	12/6/2019	PARENT INSTITUTE FOR QUALITY	$ 5,500.00
29039546	12/6/2019	PROJECT ERGONOMICS	$ 1,810.16
29039547	12/6/2019	RHYTHM & MOVES INC	$ 83,045.83
29039548	12/6/2019	SANTIAGO, RYAN	$ 93.11
29039549	12/6/2019	SIAM, ARLINE	$ 21.69
29039550	12/6/2019	SMART AND FINAL	$ 479.58
29039551	12/6/2019	STOUT, KATHERINE	$ 61.56
29039552	12/6/2019	TODAYS CLASSROOM LLC	$ 494.34
29039553	12/6/2019	WESTOVER, REBECCA	$ 72.00
29039554	12/6/2019	WINSOR LEARNING INC.	$ 1,193.01
29039555	12/6/2019	XEROX FINANCIAL SERVICES	$ 480.84
29039556	12/9/2019	GOLD STAR FOODS INC	$ 6,148.44
29039557	12/9/2019	P & R PAPER SUPPLY COMPANY INC	$ 1,727.00
29039558	12/9/2019	PACIFIC RIM PRODUCE	$ 2,005.00
29039559	12/9/2019	TASTY SUBS & PIZZA INC	$ 2,745.40
29039560	12/10/2019	BAUR, CATHY	$ 18.30
29039561	12/10/2019	BRYDON, FIONA	$ 66.00
29039562	12/10/2019	CALDERON, KRISTEN	$ 114.42
29039563	12/10/2019	CALIFORNIA ACADEMY OF SCIENCES	$ 716.40
29039564	12/10/2019	CITY OF MOUNTAIN VIEW FAAP	$ 80.00
29039565	12/10/2019	DAGAR, SWATI	$ 565.44
29039566	12/10/2019	GALVIS, CARA	$ 16.24
29039567	12/10/2019	KEMPER, TERRI	$ 495.74
29039568	12/10/2019	KUMAR, VEENA	$ 45.47

MOUNTAIN VIEW WHISMAN SCHOOL DISTRICT
ACCOUNTS PAYABLE WARRANT LIST
FOR THE MONTH OF DECEMBER 2019

Warrant Number	Date	Name	Amount
29039569	12/10/2019	MOORTI, ANN	$ 149.43
29039570	12/10/2019	MRC	$ 725.68
29039571	12/10/2019	NGUYEN, CYNDEE	$ 483.75
29039572	12/10/2019	OOI, JUAT (CHLOE)	$ 45.47
29039573	12/10/2019	SMITH, HEIDI	$ 375.46
29039574	12/10/2019	SOS PEST CONTROL	$ 295.00
29039575	12/10/2019	SPHERO INC	$ 375.33
29039576	12/10/2019	STUDIES WEEKLY	$ 125.08
29039577	12/10/2019	SUGAR SKULL ART	$ 1,000.00
29039578	12/10/2019	THE BAY CHARTER BUS INC.	$ 3,400.00
29039579	12/10/2019	UNIVERSAL SITE SERVICES INC	$ 727.48
29039580	12/10/2019	VALLEY OIL COMPANY	$ 1,338.17
29039581	12/10/2019	YOUTH SCIENCE INSTITUTE	$ 322.00
29039582	12/11/2019	BHM CONSTRUCTION INC	$ 45,974.19
29039583	12/11/2019	CALIFORNIA BANK OF COMMERCE	$ 8,202.19
29039584	12/11/2019	GREYSTONE WEST COMPANY	$ 85,712.30
29039585	12/11/2019	ORBACH HUFF SUAREZ & HENDERSON	$ 27.50
29039586	12/11/2019	PCD	$ 146,116.56
29039587	12/11/2019	RODAN BUILDERS INC	$ 150,270.06
29039588	12/12/2019	DANNIS WOLIVER KELLEY	$ 14,044.17
29039589	12/12/2019	MENTOR TUTOR CONNECTION	$ 5,000.00
29039590	12/12/2019	Occupational Health Centers of	$ 165.51
29039591	12/12/2019	PITNEY BOWES GLOBAL	$ 448.64
29039592	12/12/2019	SANTA CRUZ MAH	$ 62.00
29039593	12/12/2019	U.S. BANK CORPORATE PAYMENT	$ 15,592.46
29039594	12/12/2019	AT&T MOBILITY	$ 786.31
29039595	12/12/2019	BMR HEALTH SERVICES INC	$ 35,536.00
29039596	12/12/2019	CERTIFIX LIVE SCAN	$ 153.00
29039597	12/12/2019	CREATIVE LEARNING CENTER INC	$ 2,551.25
29039598	12/12/2019	LANGUAGE LINE SERVICES INC	$ 779.64
29039599	12/12/2019	LOPEZ, EBERARDO	$ 56.04
29039600	12/12/2019	MEDICAL BILLING TECHNOLOGIES	$ 600.00
29039601	12/12/2019	MOVE International	$ 356.25
29039602	12/12/2019	ORCHID INTERPRETING INC	$ 1,791.28
29039603	12/12/2019	SANTIAGO, RYAN	$ 362.09
29039604	12/12/2019	THERAPY TRAVELERS	$ 8,170.00
29039605	12/12/2019	U.S. BANK CORPORATE PAYMENT	$ 1,669.28
29039606	12/12/2019	ZUM SERVICES INC	$ 9,567.00
29039607	12/12/2019	SYSCO- SAN FRANCISCO	$ 8,666.93
29039608	12/16/2019	BUELL, THOR	$ 382.00
29039609	12/16/2019	CHEN, JI CHUN	$ 382.00
29039610	12/16/2019	DOUGLAS, MICHAEL	$ 382.00
29039611	12/16/2019	FRISBIE, RICHARD	$ 382.00
29039612	12/16/2019	HOME DEPOT CREDIT SERVICES	$ 4,979.17
29039613	12/16/2019	KANAZAWA, JUNE	$ 382.00

MOUNTAIN VIEW WHISMAN SCHOOL DISTRICT
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Warrant Number	Date	Name	Amount
29039614	12/16/2019	LEVINSON, PATRICIA	$ 382.00
29039615	12/16/2019	MRC	$ 799.31
29039616	12/17/2019	XEROX CORPORATION	$ 15,974.36
29039617	12/17/2019	BHM CONSTRUCTION INC	$ 45,519.00
29039618	12/17/2019	CLEARY CONSULTANTS INC	$ 5,170.00
29039619	12/17/2019	ORBACH HUFF SUAREZ & HENDERSON	$ 19,597.16
29039620	12/18/2019	ACER SERVICE CORPORATION	$ 487.01
29039621	12/18/2019	APPLE INC	$ 202.28
29039622	12/18/2019	ATX Learning LLC	$ 5,040.00
29039623	12/18/2019	B43PRODUCTIONS	$ 7,450.00
29039624	12/18/2019	CDW Govenment	$ 13,279.85
29039625	12/18/2019	CENTRAL COMPUTERS INC	$ 795.21
29039626	12/18/2019	CITY OF MOUNTAIN VIEW	$ 28,681.57
29039627	12/18/2019	CITY OF MOUNTAIN VIEW	$ 1,438.60
29039628	12/18/2019	DEL RIO, VERONICA	$ 33.27
29039629	12/18/2019	DEPT OF JUSTICE	$ 802.00
29039630	12/18/2019	ECOLAB PEST ELIMINATION	$ 425.00
29039631	12/18/2019	GOODFELLOW OCCUPATIONAL	$ 37,542.00
29039632	12/18/2019	HEALTH CONNECTED	$ 11,681.25
29039633	12/18/2019	MONOPRICE INC.	$ 419.66
29039634	12/18/2019	OLD MISSION SAN JUAN BAUTISTA	$ 100.00
29039635	12/18/2019	ORBACH HUFF SUAREZ & HENDERSON	$ 8,218.24
29039636	12/18/2019	PETER GORMAN LEADERSHIP	$ 664.44
29039637	12/18/2019	RO HEALTH INC	$ 13,784.56
29039638	12/18/2019	ROBINSON OIL CORPORATION	$ 648.74
29039639	12/18/2019	S.C.U.S.D/TRANSPORTATION	$ 2,255.39
29039640	12/18/2019	SANTA CLARA COE	$ 15,312.00
29039641	12/18/2019	SOCIAL THINKING	$ 1,043.98
29039642	12/18/2019	SOUTHWEST SCHOOL & OFFICE	$ 286.94
29039643	12/18/2019	VAN DAMME, NICHOLAS	$ 106.31
29039644	12/18/2019	WHEELEHAN SCHOOL BUSINESS	$ 9,625.00
29039645	12/18/2019	AIYAR, KAVITA	$ 432.00
29039646	12/18/2019	BARILLAS, KIM	$ 31.62
29039647	12/18/2019	BARRAGAN, IMELDA	$ 205.79
29039648	12/18/2019	CARRANZA, GUADALUPE	$ 10.70
29039649	12/18/2019	CRATES, JUDY	$ 41.75
29039650	12/18/2019	GREAT! PRINTING & COPIES	$ 293.77
29039651	12/18/2019	HOLUR VENKATESH , NANDA	$ 52.96
29039652	12/18/2019	JACK SCHREDER & ASSOCIATES INC	$ 7,851.25
29039653	12/18/2019	KARANDIKAR, ARTI	$ 77.14
29039654	12/18/2019	NCS Pearson Inc.	$ 46.50
29039655	12/18/2019	RUDOLPH, AYINDE	$ 166.28
29039656	12/18/2019	SCHWARTZ, IRENE	$ 191.00
29039657	12/18/2019	STATLER, RENEE	$ 191.00
29039658	12/18/2019	TURNER, MICHELLE	$ 191.00

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Warrant Number	Date	Name	Amount
29039659	12/18/2019	U.S. BANK CORPORATE PAYMENT	$ 2,671.01
29039660	12/18/2019	UPCHER, DAVID	$ 191.00
29039661	12/18/2019	VICKERS, LINDA	$ 191.00
29039662	12/18/2019	VISWANATHAN, NARAYANASWAMI	$ 191.00
29039663	12/18/2019	WALDEN, VESTA	$ 191.00
29039664	12/18/2019	WILDFEUER, MARA	$ 70.54
29039665	12/18/2019	WILSON, TAMARA	$ 119.24
29039666	12/20/2019	AI, YUCHENG	$ 191.00
29039667	12/20/2019	BLOUGH, MARCINE	$ 191.00
29039668	12/20/2019	CARLSON, JEFFEREY	$ 191.00
29039669	12/20/2019	CHING, MARY ANN	$ 191.00
29039670	12/20/2019	CHU, SHAOHAN	$ 191.00
29039671	12/20/2019	CRIPPEN, NANCY	$ 191.00
29039672	12/20/2019	DE LISIO, JEFFERSON	$ 191.00
29039673	12/20/2019	DIETRICH-WYNNE, GRETCHEN	$ 191.00
29039674	12/20/2019	FAGAN, MICHAEL	$ 191.00
29039675	12/20/2019	FISHER, MONTE	$ 191.00
29039676	12/20/2019	FLOM, DORIS	$ 191.00
29039677	12/20/2019	FROST, EDITH	$ 191.00
29039678	12/20/2019	GERIS, THIERRY	$ 191.00
29039679	12/20/2019	HUGHES, ROBERT	$ 191.00
29039680	12/20/2019	IIDA, MASAKO	$ 191.00
29039681	12/20/2019	KANZE, MARY	$ 191.00
29039682	12/20/2019	KELLY, WAYNE	$ 191.00
29039683	12/20/2019	LOSKUTOFF, TOSCA	$ 191.00
29039684	12/20/2019	MAZER, EILEEN	$ 191.00
29039685	12/20/2019	OU, DIANA	$ 191.00
29039686	12/20/2019	PANTLING, MELVYN	$ 191.00
29039687	12/20/2019	PARATORE, MARIE	$ 191.00
29039688	12/20/2019	PIAZZALE, DEIDRE	$ 191.00
29039689	12/20/2019	RAMIREZ, ESTELA	$ 191.00
29039690	12/20/2019	RECHT, SALLY	$ 191.00
29039691	12/20/2019	DANIELSEN COMPANY	$ 15,192.32
29039692	12/20/2019	ECOLAB PEST ELIMINATION	$ 700.84
29039693	12/20/2019	GARDA CL WEST INC	$ 171.93
29039694	12/20/2019	HARRIS SCHOOL SOLUTIONS	$ 622.20
29039695	12/20/2019	SYSCO- SAN FRANCISCO	$ 5,157.59
29039696	12/20/2019	CALIFORNIA WATER SERVICE	$ 1,034.53
29039697	12/20/2019	CARLSON, JENNIFER	$ 3,960.00
29039698	12/20/2019	FedEx	$ 36.65
29039699	12/20/2019	GOLD STAR FOODS INC	$ 11,878.07
29039700	12/20/2019	INTENTIONAL STRATEGIES FOR	$ 1,200.00
29039701	12/20/2019	P & R PAPER SUPPLY COMPANY INC	$ 1,846.73
29039702	12/20/2019	PACIFIC GAS AND ELECTRIC CO	$ 2,967.31
29039703	12/20/2019	PACIFIC RIM PRODUCE	$ 5,346.80

MOUNTAIN VIEW WHISMAN SCHOOL DISTRICT
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Warrant Number	Date	Name	Amount
29039704	12/20/2019	S.C.U.S.D/TRANSPORTATION	$ 3,156.36
29039705	12/20/2019	THERMAL TECHNICAL SERVICES INC	$ 3,525.00
29039706	12/20/2019	VALLEY OIL COMPANY	$ 1,237.27
29039707	12/20/2019	WINSOR LEARNING INC.	$ 4,298.42
29039708	12/23/2019	AMERIFLEX	$ 10.00
29039709	12/23/2019	BOGDANIC, PRISCILA	$ 67.05
29039710	12/23/2019	CALDERON, KRISTEN	$ 219.99
29039711	12/23/2019	CAMPBELL, MARY	$ 382.00
29039712	12/23/2019	CHAC	$ 10.00
29039713	12/23/2019	ENTEZARI, LEILA	$ 67.45
29039714	12/23/2019	GERSHUNY, DIANNE	$ 382.00
29039715	12/23/2019	HUBER, LEO	$ 382.00
29039716	12/23/2019	LI, GUOQING	$ 382.00
29039717	12/23/2019	LIFE INSURANCE CO OF N AMERICA	$ 20.30
29039718	12/23/2019	MALONE, PATRICIA	$ 382.00
29039719	12/23/2019	MOORTI, ANN	$ 46.76
29039720	12/23/2019	OLIVER PACKAGING & EQUIPMENT	$ 872.00
29039721	12/23/2019	PACIFIC GAS AND ELECTRIC CO	$ 6,999.36
29039722	12/23/2019	PACT FOUNDATION	$ 4,527.43
29039723	12/23/2019	SUN LIFE FINANCIAL	$ 896.09
29039724	12/23/2019	SYNCHRONY BANK/AMAZON	$ 2,047.90
29039725	12/26/2019	CHILDREN'S DISCOVERY MUSEUM	$ 1,280.00
29039726	12/26/2019	CITY OF MOUNTAIN VIEW	$ 1,266.45
29039727	12/26/2019	ENVIRONMENTAL SYSTEMS INC	$ 6,170.00
29039728	12/26/2019	PACIFIC GAS AND ELECTRIC CO	$ 63,743.56
29039729	12/26/2019	PITNEY BOWES INC	$ 123.21
29039730	12/26/2019	DEMCO	$ 3,225.64
29039731	12/26/2019	GRASSETTI ENVIRONMENTAL	$ 960.00
29039732	12/26/2019	MOBILE MODULAR MGMT CORP	$ 14,750.00
29039733	12/26/2019	OC MCDONALD COMPANY INC	$ 1,844.02
98007469	12/4/2019	OFFICE DEPOT	$ 3,792.89
98007470	12/4/2019	BAY ALARM COMPANY	$ 7,502.19
98007471	12/4/2019	BERKELEY FARMS	$ 2,113.27
98007472	12/4/2019	COLE SUPPLY COMPANY INC	$ 368.42
98007473	12/4/2019	IINTERPRET INC	$ 1,970.00
98007474	12/4/2019	OFFICE DEPOT	$ 3,354.00
98007475	12/4/2019	TURF & INDUSTRIAL EQUIPMENT	$ 69.30
98007573	12/5/2019	BIZON GROUP INC	$ 118.81
98007574	12/5/2019	TESTING ENGINEERS INC	$ 1,791.00
98007647	12/6/2019	ATTAINMENT COMPANY INC	$ 761.52
98007648	12/6/2019	CAROLINA BIOLOGICAL SUPPLY	$ 1,500.28
98007649	12/6/2019	LAKESHORE LEARNING	$ 298.77
98007650	12/6/2019	EDUCATIONAL TESTING SERVICE	$ 6,484.00
98007651	12/6/2019	FOLLETT SCHOOL SOLUTIONS INC	$ 130.50
98007652	12/6/2019	HUSSEY BROTHERS INC	$ 792.22

MOUNTAIN VIEW WHISMAN SCHOOL DISTRICT
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Warrant Number	Date	Name	Amount
98007750	12/9/2019	AUS WEST LOCKBOX	$ 1,303.66
98007751	12/9/2019	BERKELEY FARMS	$ 3,308.65
98007752	12/9/2019	BONAMI BAKING COMPANY INC	$ 1,021.30
98007753	12/9/2019	DAYLIGHT FOODS INC	$ 91.39
98007847	12/10/2019	AUS WEST LOCKBOX	$ 58.40
98007848	12/10/2019	LEGO Education	$ 898.05
98007849	12/10/2019	MYFLEETCENTER.COM	$ 142.42
98008031	12/12/2019	IINTERPRET INC	$ 500.00
98008032	12/12/2019	OFFICE DEPOT	$ 35.62
98008033	12/12/2019	THERAPEUTIC LEARNING	$ 8,363.20
98008222	12/16/2019	LAKESHORE LEARNING	$ 326.42
98008249	12/17/2019	TESTING ENGINEERS INC	$ 1,240.00
98008337	12/18/2019	BTN AUTOMOTIVE	$ 2,923.94
98008338	12/18/2019	EDUCATIONAL TESTING SERVICE	$ 2,032.00
98008339	12/18/2019	FOLLETT SCHOOL SOLUTIONS INC	$ 489.61
98008340	12/18/2019	JW PEPPER & SON INC	$ 249.57
98008341	12/18/2019	LAKESHORE LEARNING	$ 3,366.65
98008342	12/18/2019	MYFLEETCENTER.COM	$ 91.90
98008544	12/20/2019	AUS WEST LOCKBOX	$ 954.64
98008545	12/20/2019	BERKELEY FARMS	$ 2,499.84
98008546	12/20/2019	BONAMI BAKING COMPANY INC	$ 769.65
98008547	12/20/2019	DAYLIGHT FOODS INC	$ 1,370.37
98008548	12/20/2019	GIULIANO-PAGANO CORPORATION	$ 410.40
98008549	12/20/2019	BERKELEY FARMS	$ 3,119.98
98008550	12/20/2019	EMBARCADERO MEDIA	$ 1,133.00
98008551	12/20/2019	SCHOLASTIC INC	$ 2,749.10
98008703	12/23/2019	HEINEMANN	$ 70.30
98008704	12/23/2019	MUSIC VILLAGE	$ 15.00
<29037484> Canceled	12/9/2019	BANWART, MIA	$ (10.79)
<29037501> Canceled	12/9/2019	MITCHELL, ELIZANE	$ (11.48)
<29037510> Canceled	12/9/2019	VARGAS, ADELINA	$ (93.94)
<29037511> Canceled	12/9/2019	WILEY, LAURA L.	$ (7.32)
<29037628> Canceled	12/9/2019	MY DIGITAL TAT2 INC.	$ (1,500.00)
<98000583> Canceled	12/9/2019	WISC-Education	$ (23,163.60)
<98000721> Canceled	12/9/2019	WISC-Education	$ (5,938.00)
<98000957> Canceled	12/10/2019	The Home Depot Pro	$ (2,850.62)
<98001149> Canceled	12/11/2019	JW PEPPER & SON INC	$ (30.51)
<98001514> Canceled	12/10/2019	The Home Depot Pro	$ (4,872.42)
<98002715> Canceled	12/10/2019	The Home Depot Pro	$ (8,877.02)
		Grand Total	**$ 2,129,387.43**

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Warrant Number	Date	Name	Amount
29039479	12/4/2019	CASSARA, GIUSEPPA	$ 382.00
29039480	12/4/2019	CHAC	$ 10.00
29039481	12/4/2019	CHAN, TAMEI	$ 382.00
29039482	12/4/2019	LIFE INSURANCE CO OF N AMERICA	$ 20.30
29039483	12/4/2019	MY DIGITAL TAT2 INC.	$ 1,500.00
29039484	12/4/2019	PACIFIC GAS AND ELECTRIC CO	$ 48,784.89
29039485	12/4/2019	ROBINSON OIL CORPORATION	$ 1,176.01
29039486	12/4/2019	SUN LIFE FINANCIAL	$ 873.49
29039487	12/4/2019	AMERICAN FIDELITY ASSURANCE CO	$ 1,378.69
29039488	12/4/2019	AMERIFLEX	$ 10,615.14
29039489	12/4/2019	ANTHEM BLUE CROSS	$ 289,092.66
29039490	12/4/2019	CALIFORNIA TEACHERS	$ 29,196.40
29039491	12/4/2019	CHILDREN'S DISCOVERY MUSEUM	$ 80.00
29039492	12/4/2019	COLONIAL LIFE	$ 33,309.35
29039493	12/4/2019	KAISER FOUNDATION HEALTH PLAN	$ 313,129.09
29039494	12/4/2019	QUADRO, MICHAEL	$ 300.00
29039495	12/4/2019	STANDARD INSURANCE CO	$ 4,767.06
29039496	12/4/2019	101 THERAPY STAFFING INC	$ 15,610.56
29039497	12/4/2019	A BRIGHTER WORLD	$ 140.00
29039498	12/4/2019	AT&T MOBILITY	$ 193.12
29039499	12/4/2019	CALIFORNIA WATER SERVICE	$ 68.84
29039500	12/4/2019	COLEMAN, CARTER	$ 382.00
29039501	12/4/2019	DAGAR, SWATI	$ 1,295.00
29039502	12/4/2019	DE LAGE LANDEN FIN. SERVICES	$ 555.21
29039503	12/4/2019	GARDENLAND CENTER INC	$ 423.80
29039504	12/4/2019	INTENTIONAL STRATEGIES FOR	$ 1,200.00
29039505	12/4/2019	Pediatric Therapy Services	$ 16,560.00
29039506	12/4/2019	ROY, RICHARD	$ 382.00
29039507	12/4/2019	SANTA CLARA COE	$ 17,210.00
29039508	12/4/2019	SOUTHWEST SCHOOL & OFFICE	$ 983.39
29039509	12/4/2019	TIRES ON THE GO	$ 639.64
29039510	12/4/2019	TSO, RAE	$ 382.00
29039511	12/4/2019	The Home Depot Pro	$ 2,017.81
29039512	12/4/2019	VORCE, JOHN	$ 382.00
29039513	12/4/2019	WELDON, SANDRA	$ 382.00
29039514	12/4/2019	WEST COAST ARBORISTS INC	$ 3,150.00
29039515	12/4/2019	WOLFERS, MARYELLEN	$ 382.00
29039516	12/5/2019	ARTIK ART & ARCHITECTURE	$ 55,915.00
29039517	12/5/2019	CLEARY CONSULTANTS INC	$ 3,743.25
29039518	12/5/2019	COULTER CONSTRUCTION INC	$ 28,188.65
29039519	12/5/2019	GALEB PAVING INC	$ 6,464.75
29039520	12/5/2019	QUATTROCCHI KWOK ARCHITECTS IN	$ 6,918.50
29039521	12/5/2019	RODAN BUILDERS INC	$ 953.23
29039522	12/5/2019	TRI VALLEY EXCAVATING CO INC	$ 23,110.45
29039523	12/6/2019	BENCHMARK EDUCATION	$ 784.80

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Warrant Number	Date	Name	Amount
29039524	12/6/2019	CSTA	$ 205.00
29039525	12/6/2019	IRIS MEDIA INC.	$ 182.50
29039526	12/6/2019	SOUTHWEST SCHOOL & OFFICE	$ 685.30
29039527	12/6/2019	ACSA	$ 3,750.00
29039528	12/6/2019	ANALYTIC	$ 1,000.00
29039529	12/6/2019	ANDERSON, SARAH	$ 14,934.00
29039530	12/6/2019	BOGDANIC, PRISCILA	$ 364.41
29039531	12/6/2019	CALDERON, KRISTEN	$ 177.93
29039532	12/6/2019	CALIFORNIA MUSEUM	$ 456.00
29039533	12/6/2019	CITI CARDS	$ 701.94
29039534	12/6/2019	DISCOVERY EDUCATION INC.	$ 9,000.00
29039535	12/6/2019	ENVIRONMENTAL SYSTEMS INC	$ 19,414.00
29039536	12/6/2019	GARDENLAND CENTER INC	$ 65.32
29039537	12/6/2019	LANGUAGE LINE SERVICES INC	$ 30.00
29039538	12/6/2019	LIVING CLASSROOM	$ 8,325.00
29039539	12/6/2019	MEDICAL BILLING TECHNOLOGIES	$ 165.73
29039540	12/6/2019	MORALES, SUSANA	$ 52.25
29039541	12/6/2019	MYSTERY SCIENCE INC.	$ 198.00
29039542	12/6/2019	McARTHUR & LEVIN LLP	$ 2,472.00
29039543	12/6/2019	NCS Pearson Inc.	$ 7,786.44
29039544	12/6/2019	ORBACH HUFF SUAREZ & HENDERSON	$ 6,534.45
29039545	12/6/2019	PARENT INSTITUTE FOR QUALITY	$ 5,500.00
29039546	12/6/2019	PROJECT ERGONOMICS	$ 1,810.16
29039547	12/6/2019	RHYTHM & MOVES INC	$ 83,045.83
29039548	12/6/2019	SANTIAGO, RYAN	$ 93.11
29039549	12/6/2019	SIAM, ARLINE	$ 21.69
29039550	12/6/2019	SMART AND FINAL	$ 479.58
29039551	12/6/2019	STOUT, KATHERINE	$ 61.56
29039552	12/6/2019	TODAYS CLASSROOM LLC	$ 494.34
29039553	12/6/2019	WESTOVER, REBECCA	$ 72.00
29039554	12/6/2019	WINSOR LEARNING INC.	$ 1,193.01
29039555	12/6/2019	XEROX FINANCIAL SERVICES	$ 480.84
29039556	12/9/2019	GOLD STAR FOODS INC	$ 6,148.44
29039557	12/9/2019	P & R PAPER SUPPLY COMPANY INC	$ 1,727.00
29039558	12/9/2019	PACIFIC RIM PRODUCE	$ 2,005.00
29039559	12/9/2019	TASTY SUBS & PIZZA INC	$ 2,745.40
29039560	12/10/2019	BAUR, CATHY	$ 18.30
29039561	12/10/2019	BRYDON, FIONA	$ 66.00
29039562	12/10/2019	CALDERON, KRISTEN	$ 114.42
29039563	12/10/2019	CALIFORNIA ACADEMY OF SCIENCES	$ 716.40
29039564	12/10/2019	CITY OF MOUNTAIN VIEW FAAP	$ 80.00
29039565	12/10/2019	DAGAR, SWATI	$ 565.44
29039566	12/10/2019	GALVIS, CARA	$ 16.24
29039567	12/10/2019	KEMPER, TERRI	$ 495.74
29039568	12/10/2019	KUMAR, VEENA	$ 45.47

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Warrant Number	Date	Name	Amount
29039569	12/10/2019	MOORTI, ANN	$ 149.43
29039570	12/10/2019	MRC	$ 725.68
29039571	12/10/2019	NGUYEN, CYNDEE	$ 483.75
29039572	12/10/2019	OOI, JUAT (CHLOE)	$ 45.47
29039573	12/10/2019	SMITH, HEIDI	$ 375.46
29039574	12/10/2019	SOS PEST CONTROL	$ 295.00
29039575	12/10/2019	SPHERO INC	$ 375.33
29039576	12/10/2019	STUDIES WEEKLY	$ 125.08
29039577	12/10/2019	SUGAR SKULL ART	$ 1,000.00
29039578	12/10/2019	THE BAY CHARTER BUS INC.	$ 3,400.00
29039579	12/10/2019	UNIVERSAL SITE SERVICES INC	$ 727.48
29039580	12/10/2019	VALLEY OIL COMPANY	$ 1,338.17
29039581	12/10/2019	YOUTH SCIENCE INSTITUTE	$ 322.00
29039582	12/11/2019	BHM CONSTRUCTION INC	$ 45,974.19
29039583	12/11/2019	CALIFORNIA BANK OF COMMERCE	$ 8,202.19
29039584	12/11/2019	GREYSTONE WEST COMPANY	$ 85,712.30
29039585	12/11/2019	ORBACH HUFF SUAREZ & HENDERSON	$ 27.50
29039586	12/11/2019	PCD	$ 146,116.56
29039587	12/11/2019	RODAN BUILDERS INC	$ 150,270.06
29039588	12/12/2019	DANNIS WOLIVER KELLEY	$ 14,044.17
29039589	12/12/2019	MENTOR TUTOR CONNECTION	$ 5,000.00
29039590	12/12/2019	Occupational Health Centers of	$ 165.51
29039591	12/12/2019	PITNEY BOWES GLOBAL	$ 448.64
29039592	12/12/2019	SANTA CRUZ MAH	$ 62.00
29039593	12/12/2019	U.S. BANK CORPORATE PAYMENT	$ 15,592.46
29039594	12/12/2019	AT&T MOBILITY	$ 786.31
29039595	12/12/2019	BMR HEALTH SERVICES INC	$ 35,536.00
29039596	12/12/2019	CERTIFIX LIVE SCAN	$ 153.00
29039597	12/12/2019	CREATIVE LEARNING CENTER INC	$ 2,551.25
29039598	12/12/2019	LANGUAGE LINE SERVICES INC	$ 779.64
29039599	12/12/2019	LOPEZ, EBERARDO	$ 56.04
29039600	12/12/2019	MEDICAL BILLING TECHNOLOGIES	$ 600.00
29039601	12/12/2019	MOVE International	$ 356.25
29039602	12/12/2019	ORCHID INTERPRETING INC	$ 1,791.28
29039603	12/12/2019	SANTIAGO, RYAN	$ 362.09
29039604	12/12/2019	THERAPY TRAVELERS	$ 8,170.00
29039605	12/12/2019	U.S. BANK CORPORATE PAYMENT	$ 1,669.28
29039606	12/12/2019	ZUM SERVICES INC	$ 9,567.00
29039607	12/12/2019	SYSCO- SAN FRANCISCO	$ 8,666.93
29039608	12/16/2019	BUELL, THOR	$ 382.00
29039609	12/16/2019	CHEN, JI CHUN	$ 382.00
29039610	12/16/2019	DOUGLAS, MICHAEL	$ 382.00
29039611	12/16/2019	FRISBIE, RICHARD	$ 382.00
29039612	12/16/2019	HOME DEPOT CREDIT SERVICES	$ 4,979.17
29039613	12/16/2019	KANAZAWA, JUNE	$ 382.00

MOUNTAIN VIEW WHISMAN SCHOOL DISTRICT
ACCOUNTS PAYABLE WARRANT LIST
FOR THE MONTH OF DECEMBER 2019

Warrant Number	Date	Name	Amount
29039614	12/16/2019	LEVINSON, PATRICIA	$ 382.00
29039615	12/16/2019	MRC	$ 799.31
29039616	12/17/2019	XEROX CORPORATION	$ 15,974.36
29039617	12/17/2019	BHM CONSTRUCTION INC	$ 45,519.00
29039618	12/17/2019	CLEARY CONSULTANTS INC	$ 5,170.00
29039619	12/17/2019	ORBACH HUFF SUAREZ & HENDERSON	$ 19,597.16
29039620	12/18/2019	ACER SERVICE CORPORATION	$ 487.01
29039621	12/18/2019	APPLE INC	$ 202.28
29039622	12/18/2019	ATX Learning LLC	$ 5,040.00
29039623	12/18/2019	B43PRODUCTIONS	$ 7,450.00
29039624	12/18/2019	CDW Govenment	$ 13,279.85
29039625	12/18/2019	CENTRAL COMPUTERS INC	$ 795.21
29039626	12/18/2019	CITY OF MOUNTAIN VIEW	$ 28,681.57
29039627	12/18/2019	CITY OF MOUNTAIN VIEW	$ 1,438.60
29039628	12/18/2019	DEL RIO, VERONICA	$ 33.27
29039629	12/18/2019	DEPT OF JUSTICE	$ 802.00
29039630	12/18/2019	ECOLAB PEST ELIMINATION	$ 425.00
29039631	12/18/2019	GOODFELLOW OCCUPATIONAL	$ 37,542.00
29039632	12/18/2019	HEALTH CONNECTED	$ 11,681.25
29039633	12/18/2019	MONOPRICE INC.	$ 419.66
29039634	12/18/2019	OLD MISSION SAN JUAN BAUTISTA	$ 100.00
29039635	12/18/2019	ORBACH HUFF SUAREZ & HENDERSON	$ 8,218.24
29039636	12/18/2019	PETER GORMAN LEADERSHIP	$ 664.44
29039637	12/18/2019	RO HEALTH INC	$ 13,784.56
29039638	12/18/2019	ROBINSON OIL CORPORATION	$ 648.74
29039639	12/18/2019	S.C.U.S.D/TRANSPORTATION	$ 2,255.39
29039640	12/18/2019	SANTA CLARA COE	$ 15,312.00
29039641	12/18/2019	SOCIAL THINKING	$ 1,043.98
29039642	12/18/2019	SOUTHWEST SCHOOL & OFFICE	$ 286.94
29039643	12/18/2019	VAN DAMME, NICHOLAS	$ 106.31
29039644	12/18/2019	WHEELEHAN SCHOOL BUSINESS	$ 9,625.00
29039645	12/18/2019	AIYAR, KAVITA	$ 432.00
29039646	12/18/2019	BARILLAS, KIM	$ 31.62
29039647	12/18/2019	BARRAGAN, IMELDA	$ 205.79
29039648	12/18/2019	CARRANZA, GUADALUPE	$ 10.70
29039649	12/18/2019	CRATES, JUDY	$ 41.75
29039650	12/18/2019	GREAT! PRINTING & COPIES	$ 293.77
29039651	12/18/2019	HOLUR VENKATESH , NANDA	$ 52.96
29039652	12/18/2019	JACK SCHREDER & ASSOCIATES INC	$ 7,851.25
29039653	12/18/2019	KARANDIKAR, ARTI	$ 77.14
29039654	12/18/2019	NCS Pearson Inc.	$ 46.50
29039655	12/18/2019	RUDOLPH, AYINDE	$ 166.28
29039656	12/18/2019	SCHWARTZ, IRENE	$ 191.00
29039657	12/18/2019	STATLER, RENEE	$ 191.00
29039658	12/18/2019	TURNER, MICHELLE	$ 191.00

MOUNTAIN VIEW WHISMAN SCHOOL DISTRICT
ACCOUNTS PAYABLE WARRANT LIST
FOR THE MONTH OF DECEMBER 2019

Warrant Number	Date	Name	Amount
29039659	12/18/2019	U.S. BANK CORPORATE PAYMENT	$ 2,671.01
29039660	12/18/2019	UPCHER, DAVID	$ 191.00
29039661	12/18/2019	VICKERS, LINDA	$ 191.00
29039662	12/18/2019	VISWANATHAN, NARAYANASWAMI	$ 191.00
29039663	12/18/2019	WALDEN, VESTA	$ 191.00
29039664	12/18/2019	WILDFEUER, MARA	$ 70.54
29039665	12/18/2019	WILSON, TAMARA	$ 119.24
29039666	12/20/2019	AI, YUCHENG	$ 191.00
29039667	12/20/2019	BLOUGH, MARCINE	$ 191.00
29039668	12/20/2019	CARLSON, JEFFEREY	$ 191.00
29039669	12/20/2019	CHING, MARY ANN	$ 191.00
29039670	12/20/2019	CHU, SHAOHAN	$ 191.00
29039671	12/20/2019	CRIPPEN, NANCY	$ 191.00
29039672	12/20/2019	DE LISIO, JEFFERSON	$ 191.00
29039673	12/20/2019	DIETRICH-WYNNE, GRETCHEN	$ 191.00
29039674	12/20/2019	FAGAN, MICHAEL	$ 191.00
29039675	12/20/2019	FISHER, MONTE	$ 191.00
29039676	12/20/2019	FLOM, DORIS	$ 191.00
29039677	12/20/2019	FROST, EDITH	$ 191.00
29039678	12/20/2019	GERIS, THIERRY	$ 191.00
29039679	12/20/2019	HUGHES, ROBERT	$ 191.00
29039680	12/20/2019	IIDA, MASAKO	$ 191.00
29039681	12/20/2019	KANZE, MARY	$ 191.00
29039682	12/20/2019	KELLY, WAYNE	$ 191.00
29039683	12/20/2019	LOSKUTOFF, TOSCA	$ 191.00
29039684	12/20/2019	MAZER, EILEEN	$ 191.00
29039685	12/20/2019	OU, DIANA	$ 191.00
29039686	12/20/2019	PANTLING, MELVYN	$ 191.00
29039687	12/20/2019	PARATORE, MARIE	$ 191.00
29039688	12/20/2019	PIAZZALE, DEIDRE	$ 191.00
29039689	12/20/2019	RAMIREZ, ESTELA	$ 191.00
29039690	12/20/2019	RECHT, SALLY	$ 191.00
29039691	12/20/2019	DANIELSEN COMPANY	$ 15,192.32
29039692	12/20/2019	ECOLAB PEST ELIMINATION	$ 700.84
29039693	12/20/2019	GARDA CL WEST INC	$ 171.93
29039694	12/20/2019	HARRIS SCHOOL SOLUTIONS	$ 622.20
29039695	12/20/2019	SYSCO- SAN FRANCISCO	$ 5,157.59
29039696	12/20/2019	CALIFORNIA WATER SERVICE	$ 1,034.53
29039697	12/20/2019	CARLSON, JENNIFER	$ 3,960.00
29039698	12/20/2019	FedEx	$ 36.65
29039699	12/20/2019	GOLD STAR FOODS INC	$ 11,878.07
29039700	12/20/2019	INTENTIONAL STRATEGIES FOR	$ 1,200.00
29039701	12/20/2019	P & R PAPER SUPPLY COMPANY INC	$ 1,846.73
29039702	12/20/2019	PACIFIC GAS AND ELECTRIC CO	$ 2,967.31
29039703	12/20/2019	PACIFIC RIM PRODUCE	$ 5,346.80

MOUNTAIN VIEW WHISMAN SCHOOL DISTRICT
ACCOUNTS PAYABLE WARRANT LIST
FOR THE MONTH OF DECEMBER 2019

Warrant Number	Date	Name	Amount
29039704	12/20/2019	S.C.U.S.D/TRANSPORTATION	$ 3,156.36
29039705	12/20/2019	THERMAL TECHNICAL SERVICES INC	$ 3,525.00
29039706	12/20/2019	VALLEY OIL COMPANY	$ 1,237.27
29039707	12/20/2019	WINSOR LEARNING INC.	$ 4,298.42
29039708	12/23/2019	AMERIFLEX	$ 10.00
29039709	12/23/2019	BOGDANIC, PRISCILA	$ 67.05
29039710	12/23/2019	CALDERON, KRISTEN	$ 219.99
29039711	12/23/2019	CAMPBELL, MARY	$ 382.00
29039712	12/23/2019	CHAC	$ 10.00
29039713	12/23/2019	ENTEZARI, LEILA	$ 67.45
29039714	12/23/2019	GERSHUNY, DIANNE	$ 382.00
29039715	12/23/2019	HUBER, LEO	$ 382.00
29039716	12/23/2019	LI, GUOQING	$ 382.00
29039717	12/23/2019	LIFE INSURANCE CO OF N AMERICA	$ 20.30
29039718	12/23/2019	MALONE, PATRICIA	$ 382.00
29039719	12/23/2019	MOORTI, ANN	$ 46.76
29039720	12/23/2019	OLIVER PACKAGING & EQUIPMENT	$ 872.00
29039721	12/23/2019	PACIFIC GAS AND ELECTRIC CO	$ 6,999.36
29039722	12/23/2019	PACT FOUNDATION	$ 4,527.43
29039723	12/23/2019	SUN LIFE FINANCIAL	$ 896.09
29039724	12/23/2019	SYNCHRONY BANK/AMAZON	$ 2,047.90
29039725	12/26/2019	CHILDREN'S DISCOVERY MUSEUM	$ 1,280.00
29039726	12/26/2019	CITY OF MOUNTAIN VIEW	$ 1,266.45
29039727	12/26/2019	ENVIRONMENTAL SYSTEMS INC	$ 6,170.00
29039728	12/26/2019	PACIFIC GAS AND ELECTRIC CO	$ 63,743.56
29039729	12/26/2019	PITNEY BOWES INC	$ 123.21
29039730	12/26/2019	DEMCO	$ 3,225.64
29039731	12/26/2019	GRASSETTI ENVIRONMENTAL	$ 960.00
29039732	12/26/2019	MOBILE MODULAR MGMT CORP	$ 14,750.00
29039733	12/26/2019	OC MCDONALD COMPANY INC	$ 1,844.02
98007469	12/4/2019	OFFICE DEPOT	$ 3,792.89
98007470	12/4/2019	BAY ALARM COMPANY	$ 7,502.19
98007471	12/4/2019	BERKELEY FARMS	$ 2,113.27
98007472	12/4/2019	COLE SUPPLY COMPANY INC	$ 368.42
98007473	12/4/2019	IINTERPRET INC	$ 1,970.00
98007474	12/4/2019	OFFICE DEPOT	$ 3,354.00
98007475	12/4/2019	TURF & INDUSTRIAL EQUIPMENT	$ 69.30
98007573	12/5/2019	BIZON GROUP INC	$ 118.81
98007574	12/5/2019	TESTING ENGINEERS INC	$ 1,791.00
98007647	12/6/2019	ATTAINMENT COMPANY INC	$ 761.52
98007648	12/6/2019	CAROLINA BIOLOGICAL SUPPLY	$ 1,500.28
98007649	12/6/2019	LAKESHORE LEARNING	$ 298.77
98007650	12/6/2019	EDUCATIONAL TESTING SERVICE	$ 6,484.00
98007651	12/6/2019	FOLLETT SCHOOL SOLUTIONS INC	$ 130.50
98007652	12/6/2019	HUSSEY BROTHERS INC	$ 792.22

MOUNTAIN VIEW WHISMAN SCHOOL DISTRICT
ACCOUNTS PAYABLE WARRANT LIST
FOR THE MONTH OF DECEMBER 2019

Warrant Number	Date	Name	Amount
98007750	12/9/2019	AUS WEST LOCKBOX	$ 1,303.66
98007751	12/9/2019	BERKELEY FARMS	$ 3,308.65
98007752	12/9/2019	BONAMI BAKING COMPANY INC	$ 1,021.30
98007753	12/9/2019	DAYLIGHT FOODS INC	$ 91.39
98007847	12/10/2019	AUS WEST LOCKBOX	$ 58.40
98007848	12/10/2019	LEGO Education	$ 898.05
98007849	12/10/2019	MYFLEETCENTER.COM	$ 142.42
98008031	12/12/2019	IINTERPRET INC	$ 500.00
98008032	12/12/2019	OFFICE DEPOT	$ 35.62
98008033	12/12/2019	THERAPEUTIC LEARNING	$ 8,363.20
98008222	12/16/2019	LAKESHORE LEARNING	$ 326.42
98008249	12/17/2019	TESTING ENGINEERS INC	$ 1,240.00
98008337	12/18/2019	BTN AUTOMOTIVE	$ 2,923.94
98008338	12/18/2019	EDUCATIONAL TESTING SERVICE	$ 2,032.00
98008339	12/18/2019	FOLLETT SCHOOL SOLUTIONS INC	$ 489.61
98008340	12/18/2019	JW PEPPER & SON INC	$ 249.57
98008341	12/18/2019	LAKESHORE LEARNING	$ 3,366.65
98008342	12/18/2019	MYFLEETCENTER.COM	$ 91.90
98008544	12/20/2019	AUS WEST LOCKBOX	$ 954.64
98008545	12/20/2019	BERKELEY FARMS	$ 2,499.84
98008546	12/20/2019	BONAMI BAKING COMPANY INC	$ 769.65
98008547	12/20/2019	DAYLIGHT FOODS INC	$ 1,370.37
98008548	12/20/2019	GIULIANO-PAGANO CORPORATION	$ 410.40
98008549	12/20/2019	BERKELEY FARMS	$ 3,119.98
98008550	12/20/2019	EMBARCADERO MEDIA	$ 1,133.00
98008551	12/20/2019	SCHOLASTIC INC	$ 2,749.10
98008703	12/23/2019	HEINEMANN	$ 70.30
98008704	12/23/2019	MUSIC VILLAGE	$ 15.00
<29037484> Canceled	12/9/2019	BANWART, MIA	$ (10.79)
<29037501> Canceled	12/9/2019	MITCHELL, ELIZANE	$ (11.48)
<29037510> Canceled	12/9/2019	VARGAS, ADELINA	$ (93.94)
<29037511> Canceled	12/9/2019	WILEY, LAURA L.	$ (7.32)
<29037628> Canceled	12/9/2019	MY DIGITAL TAT2 INC.	$ (1,500.00)
<98000583> Canceled	12/9/2019	WISC-Education	$ (23,163.60)
<98000721> Canceled	12/9/2019	WISC-Education	$ (5,938.00)
<98000957> Canceled	12/10/2019	The Home Depot Pro	$ (2,850.62)
<98001149> Canceled	12/11/2019	JW PEPPER & SON INC	$ (30.51)
<98001514> Canceled	12/10/2019	The Home Depot Pro	$ (4,872.42)
<98002715> Canceled	12/10/2019	The Home Depot Pro	$ (8,877.02)
		Grand Total	**$ 2,129,387.43**

Mountain View Whisman School District

Agenda Item for Board Meeting of 1/23/2020

Agenda Category: CONSENT AGENDA

Agenda Item Title: Award of Contract to Terramark General Engineering for the Landels Elementary School New Play Structure Project

Estimated Time:

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

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Background:
The Board will consider for award a contract for the Landels Elementary School New Play Structure Project.

On December 19, 2019, the District received contractor proposals for the Landels Elementary School New Play Structure Project. Three (3) proposals were received, and the apparent low responsive and responsible bidder is Terramark General Engineering. The District's Measure G Bond Program manager, Greystone West, has reviewed the proposal for conformance with District and statutory requirements.

Fiscal Implication:
The contract amount will be $474,400, with all costs to be charged to the Measure G bond program.

Recommended Action:
That the Board of Trustees award the contract for the Landels Elementary School New Play Structure Project to Terramark General Engineering. in the amount of $474,400 and authorize staff to issue a purchase order for the work.

ATTACHMENTS:

Description	Type	Upload Date
Landels Playstructure Backup	Backup Material	1/2/2020

GREYSTONE
WEST COMPANY
CONSTRUCTION MANAGEMENT

January 9, 2020

Rebecca Westover
Mountain View Whisman School District
1400 Montecito Avenue
Mountain View, CA 94043

RE: **Landels Elementary New Playstructure Project**

In our capacity as the District's Construction Manager, we have completed a review of the Bid Proposals submitted by all prospective bidders of the **Landels Elementary New Playstructure Project** that was bid on Thursday December 19, 2019 at 2:00 pm. In our review, we found that Terramark General Engineering has submitted the responsive and responsible low bid for the subject project.

1) Terramark General Engineering has a valid California Contractor's License with 'A – General Engineering classification. The License is current and active.

2) Their proposed surety company, Merchants Bonding Company, is licensed to do business in California and is rated A (Excellent) by A.M Best Rating Center.

3) Their recent and past experience indicates that they are financially capable and possess the resources to perform on a project of this magnitude.

4) Their bid documents appear to be in order with all required submissions.

5) After publishing this project in the Daily Post, three (3) bids were received:

Terramark Engineering	$424,400
Galeb Paving	$441,000
Dryco	$445,000

The construction budget for this project was $533,554. The bid received from Terramark Engineering was within budget.

621 West Spain Street • Sonoma, CA 95476 • www.greystonewest.com
Phone 707.933.0624 • Fax 707.996.8390

In conclusion, based upon the above, it is our recommendation that the District award the contract for the **Landels Elementary New Playstructure Project** in the amount of Four Hundred Seventy-Four Thousand Four Hundred Dollars ($474,400.00) to Terramark Engineering. This amount includes the base bid of $424,400 plus a $50,000 allowance for unforeseen conditions.

Please do not hesitate to contact Greystone West Company with any questions or concerns.

Sincerely,
Greystone West Company

Mikael Estrada
Project Manager

Encl: Bid Results
CSLB License Check
DIR Registration
CA DOI
AM Best Rating

621 West Spain Street • Sonoma, CA 95476 • www.greystonewest.com
Phone 707.933.0624 • Fax 707.996.8390

BID RESULTS **MOUNTAIN VIEW WHISMAN SCHOOL DISTRICT**

Date: December 19, 2019 2:00 p.m.
Project Name: Landels ES Playstructure
Project No.: _____

RANK	COMPANY	BASE BID	BID FORM SIGNED	BID BONDS	SUB LISTING	NON COLLUSION	IRAN CONTRACTING ACT	1	2	3
	Galeb	$441,000.00	✓	✓	✓	✓	✓	✓	✓	✓
	Dryco	$445,000.00	✓	✓	✓	✓	✓	✓	✓	✓
	Terramark	$424,400.00	✓	✓	✓	✓	✓	✓	✓	✓
		$								
		$								
		$								
		$								

Home

CONTRACTORS STATE LICENSE BOARD

Contractor's License Detail for License # 1037977

DISCLAIMER: A license status check provides information taken from the CSLB license database. Before relying on this information, you should be aware of the following limitations.

- CSLB complaint disclosure is restricted by law (B&P 7124.6) If this entity is subject to public complaint disclosure, a link for complaint disclosure will appear below. Click on the link or button to obtain complaint and/or legal action information.
- Per B&P 7071.17 , only construction related civil judgments reported to the CSLB are disclosed.
- Arbitrations are not listed unless the contractor fails to comply with the terms of the arbitration.
- Due to workload, there may be relevant information that has not yet been entered onto the Board's license database.

Data current as of 12/30/2019 9:10:02 AM

Business Information

TERRAMARK GENERAL ENGINEERING CONTRACTORS INC
PO BOX 22089
SAN JOSE, CA 95151
Business Phone Number:(408) 220-9916

Entity Corporation
Issue Date 04/11/2018
Expire Date **04/30/2020**

License Status

This license is current and active.

All information below should be reviewed.

Classifications

A - GENERAL ENGINEERING CONTRACTOR

Certifications

- HAZ - HAZARDOUS SUBSTANCES REMOVAL

Bonding Information

Contractor's Bond

This license filed a Contractor's Bond with AMERICAN CONTRACTORS INDEMNITY COMPANY.
Bond Number: 100438202
Bond Amount: $15,000
Effective Date: 03/26/2019
Contractor's Bond History

Bond of Qualifying Individual

The qualifying individual RAVJOT KAUR DHALIWAL certified that he/she owns 10 percent or more of the voting stock/membership interest of this company; therefore, the Bond of Qualifying Individual is not required.
Effective Date: 08/19/2019
BQI's Bond History

Workers' Compensation

This license has workers compensation insurance with the STATE COMPENSATION INSURANCE FUND
Policy Number:9231162
Effective Date: 05/09/2018
Cancellation Date: 01/06/2020
Workers' Compensation History

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Contractor Information

Legal Entity Name
101 BUILDERS, INC.
Legal Entity Type
Corporation
Status
Active
Registration Number
1000056917
Registration effective date
7/1/2019
Registration expiration date
6/30/2021
Mailing Address
10435 MONTEREY ROAD GILROY 95020 CA Unit...
Physical Address
10435 MONTEREY ROAD GILROY 95020 CA Unit...
Email Address
Trade Name/DBA
License Number(s)
CSLB:1037916

Registration History

Effective Date	Expiration Date
6/7/2018	6/30/2019
4/10/2018	6/30/2018
7/1/2019	6/30/2021

Legal Entity Information

Corporation Number:
C4121821
Federal Employment Identification Number:
President Name:
ANTOINETTE R SCHREDER
Vice President Name:
Treasurer Name:
Secretary Name:
CEO Name:
ANTOINETTE R SCHREDER

Agent of Service Name:
ANTOINETTE R SCHREDER
Agent of Service Mailing Address:
10435 MONTEREY ROAD GILROY 95020 CA United States of America

Workers Compensation

Do you lease employees through Professional No

Employer Organization (PEO)?:
Please provide your current workers compensation insurance information below:

	PEO Name	PEO Phone	PEO Email
PEO Information			

Insured by Carrier
Policy Holder Name:101 BUILDERS, INC.**Insurance Carrier:** EVEREST PREMIER INSURANCE COMPANY**Policy Number:**7600018983182**Inception date:** 9/30/2018**Expiration Date:**9/30/2019

Contractor Information

Legal Entity Name
TERRAMARK GENERAL ENGINEERING CONTRAC...
Legal Entity Type
Corporation
Status
Active
Registration Number
1000057070
Registration effective date
7/22/2019
Registration expiration date
6/30/2021
Mailing Address
PO BOX 22089 SAN JOSE 95151 CA United Stat...
Physical Address
2751 VINEYARD PARK CT SAN JOSE 95148 CA U...
Email Address
Trade Name/DBA
License Number(s)
CSLB:1037977

Registration History

Effective Date	Expiration Date
6/19/2018	6/30/2019
4/16/2018	6/30/2018
7/22/2019	6/30/2021

Legal Entity Information

Corporation Number:
C4065096
Federal Employment Identification Number:
President Name:
RAVJOT KAUR DHALIWAL
Vice President Name:
Treasurer Name:
Secretary Name:
CEO Name:

Agent of Service Name:
RAVJOT KAUR DHALIWAL
Agent of Service Mailing Address:
2751 VINEYARD PARK CT SAN JOSE 95148 CA United States of America

Workers Compensation

Do you lease employees through Professional Employer Organization (PEO)?:	No		
Please provide your current workers compensation insurance information below:			
PEO Information	PEO Name	PEO Phone	PEO Email

Insured by Carrier
Policy Holder Name:TERRAMARK GENERAL ENGINEERING CONTRACTORS INC.
Insurance Carrier:STATE COMPENSATION INSURANCE FUND**Policy Number:**9231162-18
Inception date:5/8/2018**Expiration Date:**5/8/2019

CALIFORNIA DEPARTMENT OF INSURANCE

COMPANY PROFILE

Company Information

MERCHANTS BONDING COMPANY (MUTUAL)

6700 WESTOWN PARKWAY
WEST DES MOINES, IA 50266

Old Company Names **Effective Date**

Agent For Service

KARISSA LOWRY
2710 GATEWAY OAKS DRIVE
SUITE 150N
SACRAMENTO CA 95833

Reference Information

NAIC #:	14494
California Company ID #:	2482-8
Date Authorized in California:	01/27/1982
License Status:	UNLIMITED-NORMAL
Company Type:	Property & Casualty
State of Domicile:	IOWA

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NAIC Group List

NAIC Group #: 3479 Merchants Bonding Co Grp

Lines Of Business

The company is authorized to transact business within these lines of insurance.
For an explanation of any of these terms, please refer to the glossary.

LIABILITY

MISCELLANEOUS

SURETY

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Merchants Bonding Company (Mutual)

AMB #: 000594 **NAIC #: 14494** **FEIN #: 420410010**

Mailing Address
P.O. Box 14498
Des Moines, IA 50306-3498
United States

Web: www.merchantsbonding.com
Phone: 515-243-8171
Fax: 515-243-3854
View Additional Address Information

AM Best Rating Unit: AMB #: 018618 - Merchants Bonding Co (Mutual) Group

Assigned to insurance companies that have, in our opinion, an excellent ability to meet their ongoing insurance obligations.

View additional news, reports and products for this company.

Based on AM Best's analysis, 000594 - Merchants Bonding Company (Mutual) is the **AMB Ultimate Parent** and identifies the topmost entity of the corporate structure. View a list of operating insurance entities in this structure.

Best's Credit Ratings

Financial Strength Rating View Definition

Rating:	A (Excellent)
Financial Size Category:	VIII ($100 Million to $250 Million)
Outlook:	Stable
Action:	Affirmed
Effective Date:	March 12, 2019
Initial Rating Date:	June 30, 1953

Long-Term Issuer Credit Rating View Definition

Long-Term:	a
Outlook:	Stable
Action:	Affirmed
Effective Date:	March 12, 2019
Initial Rating Date:	May 30, 2007

u Denotes Under Review Best's Rating

Best's Credit Rating Analyst

Rating Office: A.M. Best Rating Services, Inc.

Senior Financial Analyst: Maurice Thomas

Director: Michelle Baurkot

Note: *See the Disclosure information Form or Press Release below for the office and analyst at the time of the rating event.*

Disclosure Information

Disclosure Information Form

View AM Best's Rating Disclosure Form

Rating History

AM Best has provided ratings & analysis on this company since 1953.

Financial Strength Rating

Effective Date	Rating
3/12/2019	A
2/23/2018	A
1/6/2017	A
1/7/2016	A
11/21/2014	A

Long-Term Issuer Credit Rating

Effective Date	Rating

3/12/2019	a
2/23/2018	a
1/6/2017	a
1/7/2016	a
11/21/2014	a

Related Financial and Analytical Data

The following links provide access to related data records that AM Best utilizes to provide financial and analytical data on a consolidated or branch basis.

AMB #	Company Name	Company Description
019129	Merchants Bonding Co (Mutual) Group (C)	Represents the "as filed" Company Consolidated financials for the Property/Casualty business of this legal entity.
018618	Merchants Bonding Co (Mutual) Group (G) **Rating Unit**	Represents the AM Best Consolidated financials for the Property/Casualty business of this legal entity.

Best's Credit & Financial Reports

Best's Credit Report - financial data included in Best's Credit Report reflects the data used in determining the current credit rating(s) for AM Best Rating Unit: AMB #: 018618 - Merchants Bonding Co (Mutual) Group.

Best's Credit Report - Archive - reports which were released prior to the current Best's Credit Report.

Best's Financial Report - financial data included in Best's Financial Report reflects the most current data available to AM Best, including updated financial exhibits and additional company information, and is available to subscribers of Best's Insurance Reports.

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Best's Credit Ratings
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Mountain View Whisman School District

Agenda Item for Board Meeting of 1/23/2020

Agenda Category: CONSENT AGENDA

Agenda Item Title: School Accountability Report Cards (SARC)

Estimated Time:

Person Responsible: Cathy Baur, Chief Academic Officer

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

Fiscal Implication:
None.

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

ATTACHMENTS:

Description	Type	Upload Date
Bubb SARC	Backup Material	1/21/2020
Castro SARC	Backup Material	1/21/2020
Crittenden SARC	Backup Material	1/21/2020
Graham SARC	Backup Material	1/21/2020
Huff SARC	Backup Material	1/21/2020
ISP SARC	Backup Material	1/21/2020
Landels SARC	Backup Material	1/21/2020
Mistral SARC	Backup Material	1/21/2020
Monta Loma SARC	Backup Material	1/21/2020
Stevenson SARC	Backup Material	1/21/2020
Theuerkauf SARC	Backup Material	1/21/2020
Vargas SARC	Backup Material	1/21/2020

Mountain View Whisman School District

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

Benjamin Bubb Elementary School

525 Hans Avenue • Mountain View, CA 94040 • (650) 526-3480
Serving Grades Kindergarten through Five • CDS: 43-69591-6047955

Cyndee Nguyen, Principal

cnguyen@mvwsd.org
http://bubb.mvwsd.org/

2018-19 School Accountability Report Card

Published in 2019-20 School Year

District Mission Statement

We inspire, prepare and empower every student.

District Vision Statement

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

District Goals

- Student Achievement: Every student will be prepared for high school and 21st Century citizenship.
- Inclusive and Supportive Culture: All will feel valued and supported while working, learning, and partnering.
- Achievement Gap: Achievement gaps will be eliminated for all student groups in all areas.
- Human Capital: MVWSD will invest in teachers, leaders, and staff to ensure we are the place talented educators choose to work.
- Resource Stewardship: Stakeholders will have access to resources in a fiscally responsible manner.

District Administration

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

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

Board of Education

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

SARC Information

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at *http://www.cde.ca.gov/ta/ac/sa/*.
- For more information about the LCFF or LCAP, see the CDE LCFF Webpage at *http://www.cde.ca.gov/fg/aa/lc/*.
- For additional information about the school, parents and community members should contact the school principal or the district office.
- To view our SARC online, please visit our website or scan the QR code to the right.

POINT YOUR PHONE

CAMERA HERE

DataQuest

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

Community & School Profile (School Year 2019-20)

Mountain View Whisman School District (MVWSD) is located in Mountain View, California, a suburban community of over 77,000 approximately 35 miles south of San Francisco. The award-winning district serves a diverse student population in preschool through eighth grade representing a wide range of ethnicities, languages, cultures, and economic status. The district serves more than 5,000 students in nine elementary schools and two middle schools. After graduating from middle school, students arrive prepared at the Mountain View-Los Altos Union High School District; one of the best in the state.

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

Within MVWSD, there is a culture of dedication and commitment to serving the students at all levels. The community is open and embraces the students, staff, and District. All stakeholders are willing to do what is required to improve students' learning experiences and outcomes. Our Profile of a Graduate seeks to capture what we want for our students as learners and citizens. The competencies and attributes are the center of our work and drive our teaching and learning experiences, community partnerships, and the key components of our strategic plan.

Community partnerships provide a wide range of support and enrichment for student learning including opportunities for after-school activities and field trips. A large percentage of parents are also engaged in supporting schools as volunteers, committee members, decision makers, and advocates for their children.

Principal's Message

A 2018 California Distinguished School, Bubb Elementary School is a wonderful place to learn and grow. Our mission is to inspire, prepare, and empower every student. Our vision is to be a safe, engaging, growth-oriented, standards-based learning community where everyone collaborates, perseveres, and thinks critically. We are continually building inclusive partnerships with all groups in our community. We make every effort to create a safe, challenging, and engaging environment while communicating high expectations clearly and frequently. The Bubb Elementary School staff is committed to offering an exemplary program for all students.

School Attendance

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

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

School Enrollment (School Year 2018-19)

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

Enrollment Trend by Grade Level

	2016-17	2017-18	2018-19
K	101	109	97
1st	103	98	107
2nd	99	95	103
3rd	79	96	94
4th	95	80	93
5th	88	93	81
Total	565	571	575

Enrollment by Student Group

2018-19

	Percentage
Black or African American	1.2
Asian	22.6
Filipino	0.7
Hispanic or Latino	20.7
White	37.0
Two or More Races	17.7
EL Students	17.7
Socioeconomically Disadvantaged	17.9
Students with Disabilities	9.6
Homeless	0.9

Conditions of Learning

State Priority: Basic

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

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

Teacher Assignment

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

Teacher Credential Status	School			District
	17-18	18-19	19-20	19-20
Fully Credentialed	30	30	26	280
Without Full Credentials	0	0	1	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

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

Misassignments/Vacancies	17-18	18-19	19-20
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	**0**	**0**	**0**
Vacant Teacher Positions	0	0	0

School Facilities (School Year 2019-20)

Bubb Elementary sits on 9.66 acres and has 26 permanent rooms on site. It has a multi-use room, library, two playgrounds, and front office space with a staff room.

Cleaning Process

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

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

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

Maintenance & Repair

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

The District's maintenance department inspects facilities and operating systems at the school. A formal inspection report is prepared annually in accordance with Education Code §17592.72(c)(1). The Mountain View Whisman School District uses the Facilities Inspection Tool developed by the California Office of Public School Construction to assess current conditions of the campus and identify facilities improvement needs.

The chart shows the results of the most recent school facilities inspection (as of September 2019). While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

School Facility Conditions				
Date of Last Inspection: 07/09/2019				
Overall Summary of School Facility Conditions: Good				
Data Collected: September, 2019				
Items Inspected	**Facility Component System Status**			**Deficiency & Remedial Actions Taken or Planned**
	Good	**Fair**	**Poor**	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			No deficiencies observed.
Interior	X			No deficiencies observed.
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			No deficiencies observed.
Electrical		X		No deficiencies observed.
Restrooms/Fountains	X			BOYS RESTROOM 13 C: FIRST 3 URINALS DON'T FLUSH. BOYS RESTROOM BY RM 6: MIDDLE URINAL DOESN'T FLUSH. CR 11: LOOSE FAUCET.
Safety (Fire Safety, Hazardous Materials)	X			No deficiencies observed.
Structural (Structural Damage, Roofs)	X			No deficiencies observed.
External (Grounds, Windows, Doors, Gates, Fences)	X			CR 12, CR 17, CR 19: CRACKED UPPER WINDOW. CR 3 KINDER: 2 UPPER WINDOWS CRACKED.

Instructional Materials (School Year 2019-20)

The school district held a public hearing on September 19, 2019, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of *Williams vs. the State of California*. All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home.

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

The table displays information collected in September 2019 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

District-Adopted Textbooks					
Data Collected: September, 2019					
Grade Levels	**Subject**	**Publisher**	**Adoption Year**	**From Most Recent Adoption**	**% Lacking**
TK-5	English/Language Arts	Benchmark Education Company	2016	Yes	0.0%
TK-5	History/Social Studies	Scott Foresman	2006	Yes	0.0%
TK-5	Mathematics	Eureka Math	2015	Yes	0.0%
TK-5	Science	FOSS	2007	Yes	0.0%

Pupil Outcomes

State Priority: Pupil Achievement

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

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

California Assessment of Student Performance and Progress

The California Assessment of Student Performance and Progress (CAASPP) include computer-based and paper-pencil assessments. The computer-based assessments are the Smarter Balanced English Language Arts/Literacy (ELA) and Mathematics tests, administered to grades three through eight and eleven. There is also an optional Standards-based Test in Spanish (STS) for Reading/Language Arts (RLA).

A new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS) has been developed. The California Standards Test and California Modified Assessment for Science are no longer administered. The new California Science Test (CAST) was piloted in spring 2017, field tested during the 2017–18 school year, and is now administered operationally. CAST results are not available for the current reporting period.

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

This table displays the percent of students who met or exceeded state standards in English Language Arts/Literacy (grades 3-8 and 11) and Math (grades 3-8 and 11).

California Assessment of Student Performance and Progress

Percent of Students Meeting or Exceeding the State Standards

Subject	School			District			State		
	2017	2018	2019	2017	2018	2019	2017	2018	2019
English Language Arts/Literacy (Grades 3-8 and 11)	76	76	80	66	68	71	48	50	50
Mathematics (Grades 3-8 and 11)	75	75	78	62	64	64	36	38	39
Science (Grades 5, 8, and 10)	--	--	--	--	--	--	--	--	--

The following table displays information on student achievement by student groups for the school in ELA and Mathematics with all grades combined (grades three through eight and eleven).

California Assessment of Student Performance and Progress

		English-Language Arts				Mathematics			
Student Groups	**Total Enrollment**	**Number Tested**	**Percent Tested**	**Percent Not Tested**	**% Met or Exceeded CA Standard**	**Number Tested**	**Percent Tested**	**Percent Not Tested**	**% Met or Exceeded CA Standard**
All Students	260	258	99.23	0.77	79.84	259	99.62	0.38	77.99
Male	127	127	100.00	0.00	82.68	127	100.00	0.00	81.10
Female	133	131	98.50	1.50	77.10	132	99.25	0.75	75.00
Asian	51	50	98.04	0.96	94.00	51	100.00	0.00	94.12
Hispanic or Latino	66	65	98.48	1.52	53.85	65	98.48	1.52	49.23
White	92	92	100.00	0.00	86.96	92	100.00	0.00	85.87
Two or More Races	46	46	100.00	0.00	86.96	46	100.00	0.00	86.96
Socioeconomically Disadvantaged	55	55	100.00	0.00	40.00	55	100.00	0.00	38.18
English Learners	83	82	98.80	1.20	58.54	83	100.00	0.00	60.24
Students with Disabilities	33	33	100.00	0.00	30.30	33	100.00	0.00	21.21

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the California Alternate Assessment. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject area of physical education

Physical Fitness (School Year 2018-19)

In the spring of each year, the school is required by the state to administer a physical fitness test to students in fifth grade. The Physical Fitness Test measures each student's ability to perform fitness tasks in six major areas. Students who meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "Healthy Fitness Zone" (HFZ).

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

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

Engagement

State Priority: Parental Involvement

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

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

Parent Involvement (School Year 2019-20)

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

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

State Priority: School Climate

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

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

Discipline & Climate for Learning

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

Suspensions & Expulsions

The table displays the suspension and expulsion rates for the past three years.

Suspensions & Expulsions						
	Suspensions			Expulsions		
	16-17	17-18	18-19	16-17	17-18	18-19
School	0.5	0.0	0.5	0.0	0.0	0.0
District	1.7	1.0	1.3	0.0	0.0	0.0
State	3.6	3.5	3.5	0.1	0.1	0.1

Safe School Plan (School Year 2019-20)

The safety of students and staff is a primary concern of Bubb Elementary School. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan is reviewed and updated annually in the spring by the School Site Council, parents, and faculty. The plan was most recently updated and reviewed in March 2019.

The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year. Students are supervised before and after school by staff. Noon duty supervisors provide supervision during lunch. Students may be dropped off and picked up from the front of the school where a crossing guard is available to assist students to campus. The school enforces a closed-campus policy during school hours to ensure student safety. Visitors must sign in at the office, wear a visitor's badge at all times while on campus, and sign out upon leaving the school.

Other SARC Information

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

School Leadership

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

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

Class Size

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

Class Size Distribution												
				Classrooms Containing:								
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	17	18	19	17	18	19	17	18	19	17	18	19
By Grade Level												
K	22	21	24	1	1	-	4	4	4	-	-	-
1	24	24	21	-	-	1	4	4	4	-	-	-
2	25	23	24	-	-	-	4	4	4	-	-	-
3	25	23	22	-	-	-	3	4	4	-	-	-
4	31	26	30	-	-	-	3	3	3	-	-	-
5	23	30	27	1	-	-	3	3	3	-	-	-
Other	17	10	11	1	2	2	-	-	-	-	-	-

Counseling & Support Staff (School Year 2018-19)

It is the goal of the school to assist students in their social and personal development as well as academics. The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision-making, or handling peer pressure.

The school does not have an academic counselor. The table lists the support service personnel available to students at Bubb Elementary School.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Nurse	1	As Needed
Occupational Therapist	1	As Needed
Psychologist	1	As Needed
Community Engagement Facilitator	1	1.0
Instructional Coach – CERT	1	1.0
Library Technician	1	0.88
Resource Specialist Program (RSP) Teacher	1	1.0
Response to Instruction Teacher (CERT)	2	2.0
Instructional Aides	10	5.9
Special Day Class Teacher	2	2.0
Speech/Language Aide	1	0.6

Note: One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

GATE

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

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

Individualized Instruction

Special Education students receive support from a Resource Specialist Teacher and/or Aide, a Special Day Class Teacher and/or Aide, a psychologist, and/or other specialists as determined by their Individualized Education Plan (IEP). Teachers and assistants work with the special education students on a pull-out basis as well as within their classrooms. Students are mainstreamed whenever possible.

English Language Learners

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

Staff Development

All training and professional development at Mountain View Whisman School District revolve around providing the best education and comprehensive support for all students. The district sponsors six full staff development days annually where teachers and support staff are offered a broad-based variety of professional growth opportunities to enhance their teaching and support practices. As part of the growth process, additional opportunities for training and staff development are provided at both the district and individual school sites to both certificated and classified staff throughout the school year as well as during non-contracted times. Teaching skills are built and educational concepts developed by staff participating in many conferences and workshops throughout the year, and then sharing their experiences and knowledge with district colleagues. Staff members are encouraged to attend district sponsored training and professional development programs.

Topics for continuous development and learning available to staff during the 2019-20 school year include:

General Education

- Sheltered Instruction Observation Protocol (SIOP) Strategies
- Middle School Science - Anchor Phenomena
- Benchmark Advance English-Language Arts (ELA) Curriculum Training
- Next Generation Science Standards (NGSS) Training for Elementary STEAM teachers
- English Language Development (ELD)
- Eureka Math for new teachers
- Eureka Math pacing and planning
- Differentiation Strategies Overview
- Differentiation for high performers
- Differentiation - Building systems and strategies to support all learners

• Differentiation for struggling students
• Middle School Social Studies Curriculum and Materials training
• i-Ready Overview
• i-Ready Instruction for Middle School Response to Instruction (RTI) teachers
• TechSmart Coding Training
• Teaching the whole child

Special Education

• Behavioral Technician Protocols - Expectations, Assignments, and Data Monitoring
• Desired Results Developmental Profile
• Goalbook Pathways
• Individual Education Plans (IEP)
• Move Training
• Social Skills Development
• Special Education Services Referral Protocol
• Star training
• Common Core Connectors Relation to Adopted Curriculum

Classified Staff

• Child Nutrition Equipment and Procedures
• Expectations and Responsibilities for Instructional Assistants

Instructional Coaches

• Eureka Math
• SIOP/ELD
• Differentiation

The table displays the number of full days that a professional development opportunity was available. Many professional development opportunities are offered during portions of other days. Not all staff will attend each professional development opportunity. Different opportunities are offered to staff throughout the year based on job description and duties of individual sites and departments.

Professional Development			
	17-18	18-19	19-20
Number of school days dedicated to Staff Development and Continuous Improvement	6	6	6

Curriculum Development

All curriculum development at the school revolves around the California Common Core Standards. Teachers align classroom curriculum to ensure that all students either meet or exceed state proficiency levels. Faculty, subcommittees, the School Site Council, Parent Focus Groups, English Learner Advisory Committee (ELAC), and the principal evaluate 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.

Group assessment data is shared with the staff to both support students and help determine school needs and focus. The principal and individual staff members also discuss student's assessment data as needed and appropriate.

Extracurricular & Enrichment Activities

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

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

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

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

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

Recognition Programs

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.

Computer Resources

Each classroom at Bubb Elementary School has a large screen TV and is set up for wireless internet access. Students in all grades enjoy a 1:1 ratio of access to Chromebooks. Additionally, Kindergarten classrooms share an i-Pad cart.

Library Information

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

Additional Internet Access/Public Libraries

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

District Revenue Sources (Fiscal Year 2018-19)

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

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

Expenditures & Services Funded (Fiscal Year 2017-18)

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

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

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	$6,203
From Supplemental/Restricted Sources	$545
From Basic/Unrestricted Sources	$5,658
District	
From Basic/Unrestricted Sources	$4,531
Percentage of Variation between School & District	24.9%
State	
From Basic/Unrestricted Sources	$7,507
Percentage of Variation between School & State	-24.6%

Average Teacher & Administrative Salaries (Fiscal Year 2017-18)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the California Department of Education's website *www.cde.ca.gov.*

Average Salary Information Teachers - Principal - Superintendent 2017-18		
	District	State
Beginning Teachers	$60,933	$49,378
Mid-Range Teachers	$89,107	$77,190
Highest Teachers	$109,243	$96,607
Elementary School Principals	$136,148	$112,074
Middle School Principals	$144,020	$126,560
High School Principals	-	$126,920
Superintendent	$234,740	$189,346
Salaries as a Percentage of Total Budget		
Teacher Salaries	34.0%	36.0%
Administrative Salaries	7.0%	6.0%

School Site Teacher Salaries (Fiscal Year 2017-18)

State law requires comparative salary and budget information to be reported to the general public. The table illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state.

Average Teacher Salaries	
School & District	
School	$84,767
District	$82,977
Percentage of Variation	2.2%
School & State	
All Elementary School Districts	$77,619
Percentage of Variation	9.2%

Mountain View Whisman School District

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

Mariano Castro Elementary School

500 Toft Street • Mountain View, CA 94041 • (650) 526-3590
Serving Grades Kindergarten through Five • CDS: 43-69591-6048003
Theresa Lambert, Principal
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http://castro.mvwsd.org/

2018-19 School Accountability Report Card

Published in 2019-20 School Year

District Mission Statement

We inspire, prepare and empower every student.

District Vision Statement

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

District Goals

- Student Achievement: Every student will be prepared for high school and 21st Century citizenship.
- Inclusive and Supportive Culture: All will feel valued and supported while working, learning, and partnering.
- Achievement Gap: Achievement gaps will be eliminated for all student groups in all areas.
- Human Capital: MVWSD will invest in teachers, leaders, and staff to ensure we are the place talented educators choose to work.
- Resource Stewardship: Stakeholders will have access to resources in a fiscally responsible manner.

District Administration

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

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

Board of Education

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

SARC Information

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at *http://www.cde.ca.gov/ta/ac/sa/.*
- For more information about the LCFF or LCAP, see the CDE LCFF Webpage at *http://www.cde.ca.gov/fg/aa/lc/.*
- For additional information about the school, parents and community members should contact the school principal or the district office.
- To view our SARC online, please visit our website or scan the QR code to the right.

POINT YOUR PHONE

CAMERA HERE

DataQuest

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

Community & School Profile (School Year 2019-20)

Mountain View Whisman School District (MVWSD) is located in Mountain View, California, a suburban community of over 77,000 approximately 35 miles south of San Francisco. The award-winning district serves a diverse student population in preschool through eighth grade representing a wide range of ethnicities, languages, cultures, and economic status. The district serves more than 5,000 students in nine elementary schools and two middle schools. After graduating from middle school, students arrive prepared at the Mountain View-Los Altos Union High School District; one of the best in the state.

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

Within MVWSD, there is a culture of dedication and commitment to serving the students at all levels. The community is open and embraces the students, staff, and District. All stakeholders are willing to do what is required to improve students' learning experiences and outcomes. Our Profile of a Graduate seeks to capture what we want for our students as learners and citizens. The competencies and attributes are the center of our work and drive our teaching and learning experiences, community partnerships, and the key components of our strategic plan.

Community partnerships provide a wide range of support and enrichment for student learning including opportunities for after-school activities and field trips. A large percentage of parents are also engaged in supporting schools as volunteers, committee members, decision makers, and advocates for their children.

Principal's Message

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

School Attendance

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

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

School Enrollment (School Year 2018-19)

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

Enrollment Trend by Grade Level

	2016-17	2017-18	2018-19
K	45	34	44
1st	42	43	39
2nd	42	42	45
3rd	45	45	45
4th	49	45	48
5th	51	44	47
Total	271	253	268

Enrollment by Student Group

2018-19

	Percentage
Black or African American	0.4
Asian	3.0
Filipino	1.1
Hispanic or Latino	85.8
White	6.7
Two or More Races	3.0
EL Students	66.4
Socioeconomically Disadvantaged	88.1
Students with Disabilities	14.9
Homeless	13.4

Conditions of Learning

State Priority: Basic

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

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

Teacher Assignment

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

Teacher Credential Status	School			District
	17-18	18-19	19-20	19-20
Fully Credentialed	15	16	18	280
Without Full Credentials	1	0	0	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

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

Misassignments/Vacancies	17-18	18-19	19-20
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	**0**	**0**	**0**
Vacant Teacher Positions	0	0	0

School Facilities (School Year 2019-20)

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

Cleaning Process

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

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

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

Maintenance & Repair

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

The District's maintenance department inspects facilities and operating systems at the school. A formal inspection report is prepared annually in accordance with Education Code §17592.72(c)(1). The Mountain View Whisman School District uses the Facilities Inspection Tool developed by the California Office of Public School Construction to assess current conditions of the campus and identify facilities improvement needs.

The chart shows the results of the most recent school facilities inspection (as of September 2019). While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

School Facility Conditions				
Date of Last Inspection: 07/09/2019				
Overall Summary of School Facility Conditions: Good				
Data Collected: September, 2019				
Items Inspected	**Facility Component System Status**			**Deficiency & Remedial Actions Taken or Planned**
	Good	**Fair**	**Poor**	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			No deficiencies observed.
Interior	X			CR 3: LAMINATION COMING OFF CUBBY.
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			No deficiencies observed.
Electrical	X			No deficiencies observed.
Restrooms/Fountains	X			CR 13: WATER FOUNTAIN AND SINK NOT WORKING.
Safety (Fire Safety, Hazardous Materials)	X			No deficiencies observed.
Structural (Structural Damage, Roofs)		X		CR 12: STAIN ON CEILING TILES. CR 13, CR 15, CR 16, CR 17, CR 16: STAINS ON CEILING TILES.
External (Grounds, Windows, Doors, Gates, Fences)	X			CR 8: EXTERIOR DOOR WEATHER STRIP COMING OFF.

Instructional Materials (School Year 2019-20)

The school district held a public hearing on September 19, 2019, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of *Williams vs. the State of California*. All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home.

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

The table displays information collected in September 2019 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

District-Adopted Textbooks					
Data Collected: September, 2019					
Grade Levels	**Subject**	**Publisher**	**Adoption Year**	**From Most Recent Adoption**	**% Lacking**
TK-5	English/Language Arts	Benchmark Education Company	2016	Yes	0.0%
TK-5	History/Social Studies	Scott Foresman	2006	Yes	0.0%
TK-5	Mathematics	Eureka Math	2015	Yes	0.0%
TK-5	Science	FOSS	2007	Yes	0.0%

Pupil Outcomes

State Priority: Pupil Achievement

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

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

California Assessment of Student Performance and Progress

The California Assessment of Student Performance and Progress (CAASPP) include computer-based and paper-pencil assessments. The computer-based assessments are the Smarter Balanced English Language Arts/Literacy (ELA) and Mathematics tests, administered to grades three through eight and eleven. There is also an optional Standards-based Test in Spanish (STS) for Reading/Language Arts (RLA).

A new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS) has been developed. The California Standards Test and California Modified Assessment for Science are no longer administered. The new California Science Test (CAST) was piloted in spring 2017, field tested during the 2017–18 school year, and is now administered operationally. CAST results are not available for the current reporting period.

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

This table displays the percent of students who met or exceeded state standards in English Language Arts/Literacy (grades 3-8 and 11) and Math (grades 3-8 and 11).

California Assessment of Student Performance and Progress

Percent of Students Meeting or Exceeding the State Standards

Subject	School			District			State		
	2017	2018	2019	2017	2018	2019	2017	2018	2019
English Language Arts/Literacy (Grades 3-8 and 11)	45	47	48	66	68	71	48	50	50
Mathematics (Grades 3-8 and 11)	41	39	33	62	64	64	36	38	39
Science (Grades 5, 8, and 10)	--	--	--	--	--	--	--	--	--

The following table displays information on student achievement by student groups for the school in ELA and Mathematics with all grades combined (grades three through eight and eleven).

California Assessment of Student Performance and Progress

		English-Language Arts				Mathematics			
Student Groups	**Total Enrollment**	**Number Tested**	**Percent Tested**	**Percent Not Tested**	**% Met or Exceeded CA Standard**	**Number Tested**	**Percent Tested**	**Percent Not Tested**	**% Met or Exceeded CA Standard**
All Students	155	141	90.97	9.03	48.23	141	90.97	9.03	48.23
Male	73	64	87.67	12.33	46.88	64	87.67	12.33	46.88
Female	82	77	93.90	6.10	49.35	77	93.90	6.10	49.35
Hispanic or Latino	128	118	92.19	7.81	43.22	118	92.19	7.81	43.22
Socioeconomically Disadvantaged	135	124	91.85	8.10	44.35	124	91.85	8.05	44.35
English Learners	131	118	90.08	9.92	42.37	118	90.08	9.92	42.37
Students with Disabilities	25	25	100.00	0.00	20.00	25	100.00	0.00	20.00

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the California Alternate Assessment. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

• Pupil outcomes in the subject area of physical education

Physical Fitness (School Year 2018-19)

In the spring of each year, the school is required by the state to administer a physical fitness test to students in fifth grade. The Physical Fitness Test measures each student's ability to perform fitness tasks in six major areas. Students who meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "Healthy Fitness Zone" (HFZ).

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

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

Engagement

State Priority: Parental Involvement

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

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

Parent Involvement (School Year 2019-20)

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

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

The School Site Council involves parents and staff in program evaluation and improvement. The PTA is very active in providing classroom and school materials and equipment, training volunteers, providing parent education classes, and in fundraising for the school.

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

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

State Priority: School Climate

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

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

Discipline & Climate for Learning

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

Suspensions & Expulsions

The table displays the suspension and expulsion rates for the past three years.

Suspensions & Expulsions						
	Suspensions			Expulsions		
	16-17	17-18	18-19	16-17	17-18	18-19
School	1.3	0.7	1.3	0.0	0.0	0.0
District	1.7	1.0	1.3	0.0	0.0	0.0
State	3.6	3.5	3.5	0.1	0.1	0.1

Safe School Plan (School Year 2019-20)

The safety of students and staff is a primary concern of Castro Elementary School. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan is reviewed and updated annually in the spring by the School Site Council, parents, and staff. The plan was most recently updated and reviewed in March 2019.

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

Other SARC Information

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

School Leadership

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

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

Class Size

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

Class Size Distribution												
				Classrooms Containing:								
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	17	18	19	17	18	19	17	18	19	17	18	19
By Grade Level												
K	23	17	22	-	2	-	2	-	2	-	-	-
1	21	22	20	1	1	1	1	1	1	-	-	-
2	21	21	23	1	1	-	1	1	2	-	-	-
3	23	23	23	-	-	-	2	2	2	-	-	-
4	25	23	24	-	-	-	2	2	2	-	-	-
5	21	22	24	1	-	-	2	2	2	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-

Counseling & Support Staff (School Year 2018-19)

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 achievement problems, difficulty coping with personal and family problems, trouble with decision-making, or handling peer pressure.

The school does not have an academic counselor. The table lists the support service personnel available to students at Castro Elementary School.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Nurse	1	As Needed
Occupational Therapist	1	As Needed
Psychologist	1	As Needed
Community Engagement Facilitator	1	1.0
Instructional Coach – CERT	1	1.0
Library Technician	1	0.5
Resource Specialist Program (RSP) Teacher	1	0.8
At-Risk Intervention Supervisor	1	1.0
Instructional Aides	3	3.66
Response to Instruction Teacher (CERT)	1	1.0

Note: One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

GATE

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

Castro Elementary School offers enrichment programs to identified students. Parents take the leadership of developing enrichment activities.

Individualized Instruction

Special Education students receive support from a Resource Specialist Teacher and/or Aide as determined by their Individualized Education Plan (IEP). Teachers and assistants work with the special education students on a pull-out basis as well as within their classrooms.

English Language Learners

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

Staff Development

All training and professional development at Mountain View Whisman School District revolve around providing the best education and comprehensive support for all students. The district sponsors six full staff development days annually where teachers and support staff are offered a broad-based variety of professional growth opportunities to enhance their teaching and support practices. As part of the growth process, additional opportunities for training and staff development are provided at both the district and individual school sites to both certificated and classified staff throughout the school year as well as during non-contracted times. Teaching skills are built and educational concepts developed by staff participating in many conferences and workshops throughout the year, and then sharing their experiences and knowledge with district colleagues. Staff members are encouraged to attend district sponsored training and professional development programs.

Topics for continuous development and learning available to staff during the 2019-20 school year include:

General Education

- Sheltered Instruction Observation Protocol (SIOP) Strategies
- Middle School Science - Anchor Phenomena
- Benchmark Advance English-Language Arts (ELA) Curriculum Training
- Next Generation Science Standards (NGSS) Training for Elementary STEAM teachers
- English Language Development (ELD)
- Eureka Math for new teachers
- Eureka Math pacing and planning
- Differentiation Strategies Overview
- Differentiation for high performers
- Differentiation - Building systems and strategies to support all learners
- Differentiation for struggling students
- Middle School Social Studies Curriculum and Materials training
- i-Ready Overview

• i-Ready Instruction for Middle School Response to Instruction (RTI) teachers
• TechSmart Coding Training
• Teaching the whole child

Special Education

• Behavioral Technician Protocols - Expectations, Assignments, and Data Monitoring
• Desired Results Developmental Profile
• Goalbook Pathways
• Individual Education Plans (IEP)
• Move Training
• Social Skills Development
• Special Education Services Referral Protocol
• Star training
• Common Core Connectors Relation to Adopted Curriculum

Classified Staff

• Child Nutrition Equipment and Procedures
• Expectations and Responsibilities for Instructional Assistants

Instructional Coaches

• Eureka Math
• SIOP/ELD
• Differentiation

The table displays the number of full days that a professional development opportunity was available. Many professional development opportunities are offered during portions of other days. Not all staff will attend each professional development opportunity. Different opportunities are offered to staff throughout the year based on job description and duties of individual sites and departments.

Professional Development			
	17-18	18-19	19-20
Number of school days dedicated to Staff Development and Continuous Improvement	6	6	6

Curriculum Development

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

Faculty, subcommittees, the School Site Council, Parent Focus Groups, English Learner Advisory Committee (ELAC), and the principal evaluate Castro Elementary School's curriculum continuously using assessment data, district benchmarks, and pacing guides. Each day, Mariano Castro Elementary School provides dedicated time for intervention and enrichment through the school's Response to Instruction program. The District provides two additional teachers to support this initiative. Student progress is monitored through ongoing assessment and is conveyed to parents on report cards.

Group assessment data is shared with the staff to both support students and help determine school needs and focus. The principal and individual staff members also discuss student's assessment data as needed and appropriate.

Extracurricular & Enrichment Activities

Students are encouraged to participate in the school's additional academic and extracurricular activities, which are an integral part of the educational program. Castro Elementary School's PTA sponsors a range of activities on a fee basis, but all students who sign up are included if paid enrollments are sufficient to cover the instructors' fees.

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

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

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

Recognition Programs

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

Computer Resources

Mariano Castro Elementary School has one-to-one devices available. Every classroom at Castro has a Chromebook cart and there is also a laptop and tablet cart available for checkout.

Library Information

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

Additional Internet Access/Public Libraries

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

District Revenue Sources (Fiscal Year 2018-19)

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

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

Expenditures & Services Funded (Fiscal Year 2017-18)

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

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

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	$9,479
From Supplemental/Restricted Sources	$2,084
From Basic/Unrestricted Sources	$7,395
District	
From Basic/Unrestricted Sources	$4,531
Percentage of Variation between School & District	63.2%
State	
From Basic/Unrestricted Sources	$7,507
Percentage of Variation between School & State	-1.5%

Average Teacher & Administrative Salaries (Fiscal Year 2017-18)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the California Department of Education's website *www.cde.ca.gov.*

Average Salary Information Teachers - Principal - Superintendent 2017-18		
	District	State
Beginning Teachers	$60,933	$49,378
Mid-Range Teachers	$89,107	$77,190
Highest Teachers	$109,243	$96,607
Elementary School Principals	$136,148	$112,074
Middle School Principals	$144,020	$126,560
High School Principals	-	$126,920
Superintendent	$234,740	$189,346
Salaries as a Percentage of Total Budget		
Teacher Salaries	34.0%	36.0%
Administrative Salaries	7.0%	6.0%

School Site Teacher Salaries (Fiscal Year 2017-18)

State law requires comparative salary and budget information to be reported to the general public. The table illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state.

Average Teacher Salaries	
School & District	
School	$80,084
District	$82,977
Percentage of Variation	-3.5%
School & State	
All Elementary School Districts	$77,619
Percentage of Variation	3.2%

Mountain View Whisman School District

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

Crittenden Middle School

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

2018-19 School Accountability Report Card

Published in 2019-20 School Year

District Mission Statement

We inspire, prepare and empower every student.

District Vision Statement

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

District Goals

- Student Achievement: Every student will be prepared for high school and 21st Century citizenship.
- Inclusive and Supportive Culture: All will feel valued and supported while working, learning, and partnering.
- Achievement Gap: Achievement gaps will be eliminated for all student groups in all areas.
- Human Capital: MVWSD will invest in teachers, leaders, and staff to ensure we are the place talented educators choose to work.
- Resource Stewardship: Stakeholders will have access to resources in a fiscally responsible manner.

District Administration

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

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

Board of Education

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

SARC Information

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at *http://www.cde.ca.gov/ta/ac/sa/.*
- For more information about the LCFF or LCAP, see the CDE LCFF Webpage at *http://www.cde.ca.gov/fg/aa/lc/.*
- For additional information about the school, parents and community members should contact the school principal or the district office.
- To view our SARC online, please visit our website or scan the QR code to the right.

POINT YOUR PHONE

CAMERA HERE

DataQuest

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

Community & School Profile (School Year 2019-20)

Mountain View Whisman School District (MVWSD) is located in Mountain View, California, a suburban community of over 77,000 approximately 35 miles south of San Francisco. The award-winning district serves a diverse student population in preschool through eighth grade representing a wide range of ethnicities, languages, cultures, and economic status. The district serves more than 5,000 students in nine elementary schools and two middle schools. After graduating from middle school, students arrive prepared at the Mountain View-Los Altos Union High School District; one of the best in the state.

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

Within MVWSD, there is a culture of dedication and commitment to serving the students at all levels. The community is open and embraces the students, staff, and District. All stakeholders are willing to do what is required to improve students' learning experiences and outcomes. Our Profile of a Graduate seeks to capture what we want for our students as learners and citizens. The competencies and attributes are the center of our work and drive our teaching and learning experiences, community partnerships, and the key components of our strategic plan.

Community partnerships provide a wide range of support and enrichment for student learning including opportunities for after-school activities and field trips. A large percentage of parents are also engaged in supporting schools as volunteers, committee members, decision makers, and advocates for their children.

Principal's Message

Our school is a learning community of Positive People, Actively Engaged, Working Together, Striving for Excellence. These are our Panther Pillars, the PAWS.

Our mission is to empower every student by:

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

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

School Attendance

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

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

School Enrollment (School Year 2018-19)

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

Enrollment Trend by Grade Level

	2016-17	2017-18	2018-19
6th	231	234	252
7th	216	232	229
8th	216	212	226
Total	663	678	707

Enrollment by Student Group

2018-19

	Percentage
Black or African American	2.8
Asian	8.8
Filipino	5.1
Hispanic or Latino	47.7
Native Hawaiian or Pacific Islander	1.0
White	25.5
Two or More Races	9.2
EL Students	13.4
Socioeconomically Disadvantaged	43.3
Students with Disabilities	13.3
Homeless	1.8

Conditions of Learning

State Priority: Basic

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

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

Teacher Assignment

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

Teacher Credential Status				
	School			District
	17-18	18-19	19-20	19-20
Fully Credentialed	33	41	43	280
Without Full Credentials	2	0	0	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

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

Misassignments/Vacancies			
	17-18	18-19	19-20
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	**0**	**0**	**0**
Vacant Teacher Positions	0	0	0

School Facilities (School Year 2019-20)

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

Cleaning Process

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

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

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

Maintenance & Repair

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

The District's maintenance department inspects facilities and operating systems at the school. A formal inspection report is prepared annually in accordance with Education Code §17592.72(c)(1). The Mountain View Whisman School District uses the Facilities Inspection Tool developed by the California Office of Public School Construction to assess current conditions of the campus and identify facilities improvement needs.

The chart shows the results of the most recent school facilities inspection (as of September 2019). While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

School Facility Conditions				
Date of Last Inspection: 07/10/2019				
Overall Summary of School Facility Conditions: Good				
Data Collected: September, 2019				
Items Inspected	**Facility Component System Status**			**Deficiency & Remedial Actions Taken or Planned**
	Good	**Fair**	**Poor**	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			No deficiencies observed.
Interior	X			CR 10: LITTLE OFFICE INSIDE FLOOR TRIM MISSING. ADMIN OFFICES: OFFICE 3 CARPET LIFTING.
Cleanliness (Overall Cleanliness, Pest/ Vermin Infestation)	X			CR 201, CR 203, CR 303, CR 420, CR 501, CR 50: CARPET STAINS. INNOVATION CENTER RESTROOMS: STAINS ON GROUND.
Electrical	X			CR 10: 1 CEILING LIGHT OUT. CR 20: LIGHTS NOT TURNING ON.
Restrooms/Fountains	X			INNOVATION CENTER 40: DRINKING FOUNTAIN NOT WORKING. NURSES OFFICE: LEAK FROM COLD HANDLE. STAFF LOUNGE: LEAK FROM HANDLE. GIRLS RESTROOM 200 WING, BOYS RESTROOM 200 WING: WATER LEAK FLUSHED TOILET.
Safety (Fire Safety, Hazardous Materials)	X			No deficiencies observed.
Structural (Structural Damage, Roofs)	X			CR 20: ROOF TILE STAINS. CR 203: ROOF TILES STAINED. ADMIN CONFERENCE ROOM: STAINS ON ROOF TILES.
External (Grounds, Windows, Doors, Gates, Fences)	X			CR 118: BACK DOOR HARD TO OPEN. CR 206: BACK WINDOW GRAFFITI. CR 10: DOOR DOESN'T FULLY CLOSE. AUDITORIUM BACK STAGE AREAS, AUDITORIUM LOBBY AREA: EXIT DOOR HAS A BIG HOLE.

Instructional Materials (School Year 2019-20)

The school district held a public hearing on September 19, 2019, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of *Williams vs. the State of California*. All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home.

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

The table displays information collected in September 2019 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

District-Adopted Textbooks					
Data Collected: September, 2019					
Grade Levels	**Subject**	**Publisher**	**Adoption Year**	**From Most Recent Adoption**	**% Lacking**
6th-8th	English/Language Arts	McGraw-Hill	2016	Yes	0.0%
6th-8th	Mathematics	Eureka Math	2015	Yes	0.0%
6th-8th	Science	Prentice Hall	2007	Yes	0.0%
6th-8th	Social Science/History	Teacher's Curriculum Institute	2019	Yes	0.0%

Pupil Outcomes

State Priority: Pupil Achievement

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

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

California Assessment of Student Performance and Progress

The California Assessment of Student Performance and Progress (CAASPP) include computer-based and paper-pencil assessments. The computer-based assessments are the Smarter Balanced English Language Arts/Literacy (ELA) and Mathematics tests, administered to grades three through eight and eleven. There is also an optional Standards-based Test in Spanish (STS) for Reading/Language Arts (RLA).

A new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS) has been developed. The California Standards Test and California Modified Assessment for Science are no longer administered. The new California Science Test (CAST) was piloted in spring 2017, field tested during the 2017–18 school year, and is now administered operationally. CAST results are not available for the current reporting period.

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

This table displays the percent of students who met or exceeded state standards in English Language Arts/Literacy (grades 3-8 and 11) and Math (grades 3-8 and 11).

California Assessment of Student Performance and Progress

Percent of Students Meeting or Exceeding the State Standards

Subject	School			District			State		
	2017	2018	2019	2017	2018	2019	2017	2018	2019
English Language Arts/Literacy (Grades 3-8 and 11)	63	60	65	66	68	71	48	50	50
Mathematics (Grades 3-8 and 11)	55	55	56	62	64	64	36	38	39
Science (Grades 5, 8, and 10)	--	--	--	--	--	--	--	--	--

The following table displays information on student achievement by student groups for the school in ELA and Mathematics with all grades combined (grades three through eight and eleven).

California Assessment of Student Performance and Progress

		English-Language Arts				Mathematics			
Student Groups	**Total Enrollment**	**Number Tested**	**Percent Tested**	**Percent Not Tested**	**% Met or Exceeded CA Standard**	**Number Tested**	**Percent Tested**	**Percent Not Tested**	**% Met or Exceeded CA Standard**
All Students	694	686	98.85	1.15	65.01	691	99.57	0.43	55.86
Male	360	357	99.17	0.83	64.43	359	99.72	0.28	56.82
Female	334	329	98.50	1.50	65.65	332	99.40	0.60	54.82
Black or African American	19	19	100.00	0.00	57.89	19	100.00	0.00	47.37
Asian	60	59	98.33	1.67	83.05	59	98.33	1.67	83.05
Filipino	33	33	100.00	0.00	69.70	33	100.00	0.00	57.58
Hispanic or Latino	336	332	98.91	1.09	48.19	336	100.00	0.00	36.01
White	172	170	98.84	1.16	87.65	171	99.42	0.58	81.87
Two or More Races	68	67	98.53	1.47	74.63	67	98.53	1.47	67.16
Socioeconomically Disadvantaged	316	312	98.73	1.27	42.31	316	100.00	0.00	32.59
English Learners	221	216	97.74	2.26	32.87	221	100.00	0.00	25.79
Students with Disabilities	88	87	98.86	1.14	24.14	87	98.86	1.14	20.69

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the California Alternate Assessment. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject area of physical education

Physical Fitness (School Year 2018-19)

In the spring of each year, the school is required by the state to administer a physical fitness test to students in seventh grade. The Physical Fitness Test measures each student's ability to perform fitness tasks in six major areas. Students who meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "Healthy Fitness Zone" (HFZ).

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

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

Engagement

State Priority: Parental Involvement

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

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

Parent Involvement (School Year 2019-20)

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

State Priority: School Climate

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

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

Discipline & Climate for Learning

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

- School Handbook
- Weekly newsletter
- Back-To-School Night
- Sixth Grade Orientation
- Summer welcome letter
- Student-led conferences
- E-mail
- Auto Dialer messages
- School website
- Welcome Week (Pillars Workshop)
- Panther Days (Welcome Week Review)
- Fifth grade student visits

Suspensions & Expulsions

The table displays the suspension and expulsion rates for the past three years.

Suspensions & Expulsions						
	Suspensions			Expulsions		
	16-17	17-18	18-19	16-17	17-18	18-19
School	3.9	2.7	2.6	0.0	0.0	0.0
District	1.7	1.0	1.3	0.0	0.0	0.0
State	3.6	3.5	3.5	0.1	0.1	0.1

Safe School Plan (School Year 2019-20)

The safety of students and staff is a primary concern of Crittenden Middle School. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety Plan is reviewed and updated annually by the School Safety Committee, which is composed of the assistant principal and five CERT-trained staff. All revisions were communicated to both the classified and certificated staff. The plan was most recently updated and reviewed in March 2019.

The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire drills are conducted monthly; earthquake drills are conducted twice a year. Students are supervised before-and-after school by teachers and the campus supervisor. Noon duty aides, the at-risk supervisor, and the principal provide supervision during lunch. There are three designated areas for student drop off and pick up: front of the school, gym parking lot, and field parking lot. The school enforces a closed-campus policy during school hours to ensure student safety. Visitors must sign in at the office, wear a visitor's badge at all times while on campus, and sign out upon leaving the school.

Other SARC Information

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

School Leadership

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

The school offers the following leadership opportunities for its staff:

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

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

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

Class Size

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

Class Size Distribution												
				Classrooms Containing:								
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	17	18	19	17	18	19	17	18	19	17	18	19
By Grade Level												
6	27	26	24	9	9	15	31	30	41	5	8	7
By Subject Area												
English	21	23	24	11	7	5	11	13	15	-	-	-
Mathematics	27	28	26	3	1	2	11	13	14	1	1	1
Science	27	28	25	3	3	6	9	11	15	3	1	-
Social Science	27	28	28	2	-	2	11	15	13	2	-	1

Counseling & Support Staff (School Year 2018-19)

It is the goal of the school to assist students in their social and personal development as well as academics. The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision-making, or handling peer pressure.

The tables display the support service personnel available to students at Crittenden Middle School.

Academic Counselor to Student Ratio 2018-19	
	Average Number of Students per Academic Counselor
Academic Counselor(s)	707

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Nurse	1	As Needed
Occupational Therapist	1	As Needed
Psychologist	1	As Needed
Community Engagement Facilitator	1	1.0
Instructional Coach – CERT	3	3.0
Library Technician	1	1.0
Resource Specialist Program (RSP) Teacher	3	3.0
At-Risk Intervention Supervisor	1	1.0
Counselor	1	1.0
Instructional Aides	12	7.45
Resource Specialist Aide	2	1.5
Special Day Class Teacher	3	3.2
Speech/Language Specialist	1	0.6

Note: One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

GATE

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

Individualized Instruction

Special Education students receive support from a Resource Specialist Teacher and/or Aide, a Special Day Class Teacher and/or Aide, a psychologist, and/or other specialists as determined by their Individualized Education Plan (IEP). The Resource teacher provides instruction in class using the full inclusion model. Special Day Class students are mainstreamed whenever possible.

English Language Learners

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

Staff Development

All training and professional development at Mountain View Whisman School District revolve around providing the best education and comprehensive support for all students. The district sponsors six full staff development days annually where teachers and support staff are offered a broad-based variety of professional growth opportunities to enhance their teaching and support practices. As part of the growth process, additional opportunities for training and staff development are provided at both the district and individual school sites to both certificated and classified staff throughout the school year as well as during non-contracted times. Teaching skills are built and educational concepts developed by staff participating in many conferences and workshops throughout the year, and then sharing their experiences and knowledge with district colleagues. Staff members are encouraged to attend district sponsored training and professional development programs.

Topics for continuous development and learning available to staff during the 2019-20 school year include:

General Education

- Sheltered Instruction Observation Protocol (SIOP) Strategies
- Middle School Science - Anchor Phenomena
- Benchmark Advance English-Language Arts (ELA) Curriculum Training
- Next Generation Science Standards (NGSS) Training for Elementary STEAM teachers
- English Language Development (ELD)
- Eureka Math for new teachers
- Eureka Math pacing and planning
- Differentiation Strategies Overview
- Differentiation for high performers
- Differentiation - Building systems and strategies to support all learners
- Differentiation for struggling students
- Middle School Social Studies Curriculum and Materials training
- i-Ready Overview
- i-Ready Instruction for Middle School Response to Instruction (RTI) teachers
- TechSmart Coding Training
- Teaching the whole child

Special Education

- Behavioral Technician Protocols - Expectations, Assignments, and Data Monitoring
- Desired Results Developmental Profile
- Goalbook Pathways
- Individual Education Plans (IEP)
- Move Training
- Social Skills Development
- Special Education Services Referral Protocol
- Star training
- Common Core Connectors Relation to Adopted Curriculum

Classified Staff

- Child Nutrition Equipment and Procedures
- Expectations and Responsibilities for Instructional Assistants

Instructional Coaches

- Eureka Math
- SIOP/ELD
- Differentiation

The table displays the number of full days that a professional development opportunity was available. Many professional development opportunities are offered during portions of other days. Not all staff will attend each professional development opportunity. Different opportunities are offered to staff throughout the year based on job description and duties of individual sites and departments.

Professional Development			
	17-18	18-19	19-20
Number of school days dedicated to Staff Development and Continuous Improvement	6	6	6

Curriculum Development

All curriculum development at Crittenden Middle School revolves around the California Common Core Standards. Teachers align classroom curriculum to ensure that all students either meet or exceed state proficiency levels. Teachers, the Leadership Team, and the principal evaluate Crittenden's curriculum continuously using assessment data, district benchmarks, and pacing guides.

All students have access to the core curriculum. Crittenden Middle School provides dedicated periods each day for intervention and enrichment through its Response to Instruction program. Student progress is monitored through ongoing assessment and is conveyed to parents every six weeks, via a progress report. Report cards are sent home at the end of each trimester. Group assessment data is shared with the staff to support students and help determine school needs and focus. The principal and individual staff members also discuss student's assessment data as needed.

Extracurricular & Enrichment Activities

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

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

Recognition Programs

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

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

Computer Resources

Crittenden Middle School is proud to offer students a device to pupil ratio of 1:1. Computer skills and concepts are integrated throughout the standard curriculum to prepare students for technological growth and opportunities.

Library Information

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

Additional Internet Access/Public Libraries

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

District Revenue Sources (Fiscal Year 2018-19)

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

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

Expenditures & Services Funded (Fiscal Year 2017-18)

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

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

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	$6,625
From Supplemental/Restricted Sources	$1,172
From Basic/Unrestricted Sources	$5,453
District	
From Basic/Unrestricted Sources	$4,531
Percentage of Variation between School & District	20.3%
State	
From Basic/Unrestricted Sources	$7,507
Percentage of Variation between School & State	-27.4%

Average Teacher & Administrative Salaries (Fiscal Year 2017-18)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the California Department of Education's website *www.cde.ca.gov.*

Average Salary Information Teachers - Principal - Superintendent 2017-18		
	District	State
Beginning Teachers	$60,933	$49,378
Mid-Range Teachers	$89,107	$77,190
Highest Teachers	$109,243	$96,607
Elementary School Principals	$136,148	$112,074
Middle School Principals	$144,020	$126,560
High School Principals	-	$126,920
Superintendent	$234,740	$189,346
Salaries as a Percentage of Total Budget		
Teacher Salaries	34.0%	36.0%
Administrative Salaries	7.0%	6.0%

School Site Teacher Salaries (Fiscal Year 2017-18)

State law requires comparative salary and budget information to be reported to the general public. The table illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state.

Average Teacher Salaries	
School & District	
School	$87,217
District	$82,977
Percentage of Variation	-2.1%
School & State	
All Elementary School Districts	$77,619
Percentage of Variation	4.6%

Mountain View Whisman School District

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

Isaac Newton Graham Middle School

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

2018-19 School Accountability Report Card

Published in 2019-20 School Year

District Mission Statement

We inspire, prepare and empower every student.

District Vision Statement

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

District Goals

- Student Achievement: Every student will be prepared for high school and 21st Century citizenship.
- Inclusive and Supportive Culture: All will feel valued and supported while working, learning, and partnering.
- Achievement Gap: Achievement gaps will be eliminated for all student groups in all areas.
- Human Capital: MVWSD will invest in teachers, leaders, and staff to ensure we are the place talented educators choose to work.
- Resource Stewardship: Stakeholders will have access to resources in a fiscally responsible manner.

District Administration

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

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

Board of Education

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

SARC Information

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at *http://www.cde.ca.gov/ta/ac/sa/.*
- For more information about the LCFF or LCAP, see the CDE LCFF Webpage at *http://www.cde.ca.gov/fg/aa/lc/.*
- For additional information about the school, parents and community members should contact the school principal or the district office.
- To view our SARC online, please visit our website or scan the QR code to the right.

POINT YOUR PHONE

CAMERA HERE

DataQuest

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

Community & School Profile (School Year 2019-20)

Mountain View Whisman School District (MVWSD) is located in Mountain View, California, a suburban community of over 77,000 approximately 35 miles south of San Francisco. The award-winning district serves a diverse student population in preschool through eighth grade representing a wide range of ethnicities, languages, cultures, and economic status. The district serves more than 5,000 students in nine elementary schools and two middle schools. After graduating from middle school, students arrive prepared at the Mountain View-Los Altos Union High School District; one of the best in the state.

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

Within MVWSD, there is a culture of dedication and commitment to serving the students at all levels. The community is open and embraces the students, staff, and District. All stakeholders are willing to do what is required to improve students' learning experiences and outcomes. Our Profile of a Graduate seeks to capture what we want for our students as learners and citizens. The competencies and attributes are the center of our work and drive our teaching and learning experiences, community partnerships, and the key components of our strategic plan.

Community partnerships provide a wide range of support and enrichment for student learning including opportunities for after-school activities and field trips. A large percentage of parents are also engaged in supporting schools as volunteers, committee members, decision makers, and advocates for their children.

Principal's Message

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

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

School Attendance

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

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

School Enrollment (School Year 2018-19)

These charts display school enrollment broken down by grade.

Enrollment Trend by Grade Level

	2016-17	2017-18	2018-19
6th	289	293	288
7th	290	284	285
8th	266	296	292
Total	845	873	865

These charts display school enrollment broken down by student group.

Enrollment by Student Group	
2018-19	
	Percentage
Black or African American	1.2
Asian	13.6
Filipino	2.1
Hispanic or Latino	40.0
Native Hawaiian or Pacific Islander	0.5
White	31.4
Two or More Races	11.0
EL Students	14.0
Socioeconomically Disadvantaged	33.9
Students with Disabilities	10.3
Homeless	1.4

Conditions of Learning

State Priority: Basic

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

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

Teacher Assignment

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

Teacher Credential Status				
	School			District
	17-18	18-19	19-20	19-20
Fully Credentialed	45	48	49	280
Without Full Credentials	0	0	0	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

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

Misassignments/Vacancies			
	17-18	18-19	19-20
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	**0**	**0**	**0**
Vacant Teacher Positions	0	0	0

School Facilities (School Year 2019-20)

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

Cleaning Process

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

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

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

Maintenance & Repair

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

The District's maintenance department inspects facilities and operating systems at the school. A formal inspection report is prepared annually in accordance with Education Code §17592.72(c)(1). The Mountain View Whisman School District uses the Facilities Inspection Tool developed by the California Office of Public School Construction to assess current conditions of the campus and identify facilities improvement needs.

The chart shows the results of the most recent school facilities inspection (as of September 2019). While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

School Facility Conditions

Date of Last Inspection: 07/11/2019

Overall Summary of School Facility Conditions: Good

Data Collected: September, 2019

Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			No deficiencies observed.
Interior	X			No deficiencies observed.
Cleanliness (Overall Cleanliness, Pest/ Vermin Infestation)	X			RM 47, RM 48: CARPET STAINS.
Electrical	X			No deficiencies observed.
Restrooms/Fountains	X			CR 31: NO HOT WATER.
Safety (Fire Safety, Hazardous Materials)	X			No deficiencies observed.
Structural (Structural Damage, Roofs)	X			No deficiencies observed.
External (Grounds, Windows, Doors, Gates, Fences)	X			CR 14: BACK EXIT DOOR NEEDS ADJUSTMENT. CR 41: BACK GLASS SCRATCHED. CR 7: BACK WINDOW BROKEN BB GUN. CR 28, CR 2: BROKEN TOP WINDOW. CR 27B: BROKEN WINDOWS. OUTSIDE GIRLS RESTROOM, CR 30: CRACKED WINDOW. CR 24, CR 2: CRACKED WINDOWS. CR 31: DOOR PAINT COMING OFF. CR 3: PAINT PEELING ON DOOR TRIMS. CR 38: TOP RIGHT WINDOW CRACKED.

Instructional Materials (School Year 2019-20)

The school district held a public hearing on September 19, 2019, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of *Williams vs. the State of California*. All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home.

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

The table displays information collected in September 2019 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

District-Adopted Textbooks					
Data Collected: September, 2019					
Grade Levels	**Subject**	**Publisher**	**Adoption Year**	**From Most Recent Adoption**	**% Lacking**
6th-8th	English/Language Arts	McGraw-Hill	2016	Yes	0.0%
6th-8th	Mathematics	Eureka Math	2015	Yes	0.0%
6th-8th	Science	Prentice Hall	2007	Yes	0.0%
6th-8th	Social Science/History	Teacher's Curriculum Institute	2019	Yes	0.0%

Pupil Outcomes

State Priority: Pupil Achievement

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

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

California Assessment of Student Performance and Progress

The California Assessment of Student Performance and Progress (CAASPP) include computer-based and paper-pencil assessments. The computer-based assessments are the Smarter Balanced English Language Arts/Literacy (ELA) and Mathematics tests, administered to grades three through eight and eleven. There is also an optional Standards-based Test in Spanish (STS) for Reading/Language Arts (RLA).

A new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS) has been developed. The California Standards Test and California Modified Assessment for Science are no longer administered. The new California Science Test (CAST) was piloted in spring 2017, field tested during the 2017–18 school year, and is now administered operationally. CAST results are not available for the current reporting period.

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

This table displays the percent of students who met or exceeded state standards in English Language Arts/Literacy (grades 3-8 and 11) and Math (grades 3-8 and 11).

California Assessment of Student Performance and Progress									
Percent of Students Meeting or Exceeding the State Standards									
Subject	**School**			**District**			**State**		
	2017	2018	2019	2017	2018	2019	2017	2018	2019
English Language Arts/Literacy (Grades 3-8 and 11)	66	68	69	66	68	71	48	50	50
Mathematics (Grades 3-8 and 11)	65	66	62	62	64	64	36	38	39
Science (Grades 5, 8, and 10)	--	--	--	--	--	--	--	--	--

The following table displays information on student achievement by student groups for the school in ELA and Mathematics with all grades combined (grades three through eight and eleven).

California Assessment of Student Performance and Progress									
		English-Language Arts				Mathematics			
Student Groups	**Total Enrollment**	**Number Tested**	**Percent Tested**	**Percent Not Tested**	**% Met or Exceeded CA Standard**	**Number Tested**	**Percent Tested**	**Percent Not Tested**	**% Met or Exceeded CA Standard**
All Students	887	857	96.62	3.38	68.84	873	98.42	1.58	61.63
Male	465	450	96.77	3.23	65.56	462	99.35	0.65	62.55
Female	422	407	96.45	3.55	72.48	411	97.39	2.61	60.58
Black or African American	11	11	100.00	0.00	54.55	11	100.00	0.00	54.55
Asian	124	121	97.58	2.42	89.26	124	100.00	0.00	85.48
Filipino	14	14	100.00	0.00	92.86	14	100.00	0.00	57.14
Hispanic or Latino	355	338	95.21	4.79	39.94	349	98.31	1.69	28.37
White	276	267	96.74	3.26	87.64	270	97.83	2.17	85.93
Two or More Races	101	100	99.01	0.99	91.00	99	98.02	1.98	84.85
Socioeconomically Disadvantaged	312	294	94.23	5.77	37.76	306	98.08	1.92	25.49
English Learners	286	267	93.36	6.64	30.71	280	97.90	2.10	23.21
Students with Disabilities	89	87	97.75	2.25	10.34	86	96.63	3.37	9.30

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the California Alternate Assessment. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject area of physical education

Physical Fitness (School Year 2018-19)

In the spring of each year, the school is required by the state to administer a physical fitness test to students in seventh grade. The Physical Fitness Test measures each student's ability to perform fitness tasks in six major areas. Students who meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "Healthy Fitness Zone" (HFZ).

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

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

Engagement

State Priority: Parental Involvement

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

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

Parent Involvement (School Year 2019-20)

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 in classrooms, the administration office, and at school events. We also have a full-time School Community Engagement Facilitator (SCEF) who facilitates parental involvement at Graham.

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

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

State Priority: School Climate

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

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

Discipline & Climate for Learning

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

Suspensions & Expulsions

The table displays the suspension and expulsion rates for the past three years.

Suspensions & Expulsions						
	Suspensions			Expulsions		
	16-17	17-18	18-19	16-17	17-18	18-19
School	3.3	2.3	2.1	0.0	0.0	0.0
District	1.7	1.0	1.3	0.0	0.0	0.0
State	3.6	3.5	3.5	0.1	0.1	0.1

Safe School Plan (School Year 2019-20)

The safety of students and staff is a primary concern of Graham Middle School. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan is reviewed and updated annually by the School Site Council and teacher representatives. All revisions are communicated with staff. The plan was most recently updated and reviewed in March 2019.

The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year. Students are supervised by the principal, assistant principal, teachers on yard duty, noon-duty aides, and at-risk supervisor. Noon-duty aides, the at-risk coordinator, the principal, or the assistant principal provide supervision during lunch. The school enforces a closed-campus policy during school hours to ensure student safety. Visitors must sign in at the office, wear a visitor's badge at all times while on campus, and sign out upon leaving the school.

Other SARC Information

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

School Leadership

Leadership at Graham is a collaborative effort and shared among two administrators: the Principal, and an Assistant Principal. We incorporate and follow a "looping" model to divide our administrative responsibilities. Each administrator is responsible for particular grades. This includes the students, their parents and teachers. In "looping," an administrator starts with a particular grade, for example 6th grade, and stays with that class for 7th and 8th grade. Once the class promotes, the administrator then "loops" back to begin with a new 6th grade class. Teacher leadership is also an essential component to the Graham culture. Teachers participate and assume leadership roles in Grade-Level Teams, Department Teams, Curriculum Committees, Leadership Team, and the School Site Council (SSC).

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

Class Size

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

Class Size Distribution												
				Classrooms Containing:								
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	17	18	19	17	18	19	17	18	19	17	18	19
By Grade Level												
6	24	22	24	15	21	16	43	43	51	5	9	7
By Subject Area												
English	19	19	23	18	20	12	15	14	17	1	-	4
Mathematics	26	28	25	4	2	6	14	13	16	3	5	1
Science	23	22	27	10	14	4	16	14	21	-	1	2
Social Science	26	26	30	6	8	2	15	14	12	1	-	5

Counseling & Support Staff (School Year 2018-19)

It is the mission and vision of Graham Middle School to educate and support the whole child. We strive to assist and support all students in their social, emotional, and personal development in conjunction with their academics. We provide extra support and assistance to students that are experiencing academic, social-emotional, and academic problems. We have a full-time academic counselor and an At-Risk Student Supervisor. Community behavior health partner organizations also provide additional support in areas of trauma.

The tables list the support service personnel available to students at Graham Middle School.

Academic Counselor to Student Ratio 2018-19	
	Average Number of Students per Academic Counselor
Academic Counselor(s)	865

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Nurse	1	As Needed
Occupational Therapist	1	As Needed
Psychologist	1	As Needed
Community Engagement Facilitator	1	1.0
Instructional Coach – CERT	3	3.0
Library Technician	2	1.13
Resource Specialist Program (RSP) Teacher	3	3.0
At-Risk Intervention Supervisor	1	0.93
Counselor	1	1.0
Instructional Aides	10	6.82
Special Day Class Teacher	1	1.0
Speech/Language Specialist	1	1.0

Note: One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

GATE

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

Individualized Instruction

Special Education students receive support from a Resource Specialist Teacher and/or Aide, Special Day Class Teacher and/or Aide, a psychologist, and/or other specialists as determined by their Individualized Education Plan (IEP). Students are mainstreamed whenever possible.

English Language Learners

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

Staff Development

All training and professional development at Mountain View Whisman School District revolve around providing the best education and comprehensive support for all students. The district sponsors six full staff development days annually where teachers and support staff are offered a broad-based variety of professional growth opportunities to enhance their teaching and support practices. As part of the growth process, additional opportunities for training and staff development are provided at both the district and individual school sites to both certificated and classified staff throughout the school year as well as during non-contracted times. Teaching skills are built and educational concepts developed by staff participating in many conferences and workshops throughout the year, and then sharing their experiences and knowledge with district colleagues. Staff members are encouraged to attend district sponsored training and professional development programs.

Topics for continuous development and learning available to staff during the 2019-20 school year include:

General Education

- Sheltered Instruction Observation Protocol (SIOP) Strategies
- Middle School Science - Anchor Phenomena
- Benchmark Advance English-Language Arts (ELA) Curriculum Training
- Next Generation Science Standards (NGSS) Training for Elementary STEAM teachers
- English Language Development (ELD)
- Eureka Math for new teachers
- Eureka Math pacing and planning
- Differentiation Strategies Overview
- Differentiation for high performers
- Differentiation - Building systems and strategies to support all learners
- Differentiation for struggling students
- Middle School Social Studies Curriculum and Materials training
- i-Ready Overview
- i-Ready Instruction for Middle School Response to Instruction (RTI) teachers
- TechSmart Coding Training
- Teaching the whole child

Special Education

- Behavioral Technician Protocols - Expectations, Assignments, and Data Monitoring
- Desired Results Developmental Profile
- Goalbook Pathways
- Individual Education Plans (IEP)
- Move Training
- Social Skills Development
- Special Education Services Referral Protocol
- Star training
- Common Core Connectors Relation to Adopted Curriculum

Classified Staff

- Child Nutrition Equipment and Procedures
- Expectations and Responsibilities for Instructional Assistants

Instructional Coaches

- Eureka Math
- SIOP/ELD
- Differentiation

The table displays the number of full days that a professional development opportunity was available. Many professional development opportunities are offered during portions of other days. Not all staff will attend each professional development opportunity. Different opportunities are offered to staff throughout the year based on job description and duties of individual sites and departments.

Professional Development			
	17-18	18-19	19-20
Number of school days dedicated to Staff Development and Continuous Improvement	6	6	6

Curriculum Development

All curriculum development at Graham Middle School revolves around the California Common Core Standards and Frameworks. Teachers align classroom curriculum to ensure that all students either meet or exceed state proficiency levels. Faculty, subcommittees, the School Site Council, Parent-Focus Groups, English Learner Advisory Committee (ELAC), and the principal evaluate Graham Middle School's curriculum continuously using assessment data, district benchmarks, and pacing guides. All students have access to the core curriculum.

Graham Middle School provides dedicated periods each day for intervention and enrichment through its Response to Instruction program. Student progress is monitored through ongoing assessment and is conveyed to parents on report cards. Group assessment data is shared with the staff to both support students and help determine school needs and focus. The principal and individual staff members also discuss student's assessment data as needed and appropriate.

Computer Resources

Graham is a 1-1 Chromebook school. All students have their own personal Chromebook to bring back and forth to school.

Library Information

Graham Middle School's library, staffed by two part-time library technicians, parent volunteers, and student aides, is stocked with more than 30,000 books that are available for students to check out. The school's library also contains a laptop cart with 30 laptops that students can use for math, English language arts software, and Accelerated Reader. The library is open to students from 7:30 a.m. to 3:30 p.m.

Additional Internet Access/Public Libraries

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

Extracurricular & Enrichment Activities

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

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

Recognition Programs

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

Graham Middle School offers the following recognition programs for its students: Awesome Acts, where students receive slips of paper that can be redeemed for prizes; honored students are recognized in the weekly bulletin; and students can earn points toward their Block G for citizenship, community service, and the GOAL program where students earn rewards for academics, attendance, and behavior.

District Revenue Sources (Fiscal Year 2018-19)

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

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

Expenditures & Services Funded (Fiscal Year 2017-18)

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

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

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	$6,681
From Supplemental/Restricted Sources	$1,020
From Basic/Unrestricted Sources	$5,661
District	
From Basic/Unrestricted Sources	$4,531
Percentage of Variation between School & District	24.9%
State	
From Basic/Unrestricted Sources	$7,507
Percentage of Variation between School & State	-24.6%

Average Teacher & Administrative Salaries (Fiscal Year 2017-18)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the California Department of Education's website *www.cde.ca.gov.*

Average Salary Information Teachers - Principal - Superintendent 2017-18		
	District	State
Beginning Teachers	$60,933	$49,378
Mid-Range Teachers	$89,107	$77,190
Highest Teachers	$109,243	$96,607
Elementary School Principals	$136,148	$112,074
Middle School Principals	$144,020	$126,560
High School Principals	-	$126,920
Superintendent	$234,740	$189,346
Salaries as a Percentage of Total Budget		
Teacher Salaries	34.0%	36.0%
Administrative Salaries	7.0%	6.0%

School Site Teacher Salaries (Fiscal Year 2017-18)

State law requires comparative salary and budget information to be reported to the general public. The table illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state.

Average Teacher Salaries	
School & District	
School	$82,789
District	$82,977
Percentage of Variation	-0.2%
School & State	
All Elementary School Districts	$77,619
Percentage of Variation	6.7%

Mountain View Whisman School District

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

Frank L. Huff Elementary School

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

2018-19 School Accountability Report Card

Published in 2019-20 School Year

District Mission Statement

We inspire, prepare and empower every student.

District Vision Statement

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

District Goals

- Student Achievement: Every student will be prepared for high school and 21st Century citizenship.
- Inclusive and Supportive Culture: All will feel valued and supported while working, learning, and partnering.
- Achievement Gap: Achievement gaps will be eliminated for all student groups in all areas.
- Human Capital: MVWSD will invest in teachers, leaders, and staff to ensure we are the place talented educators choose to work.
- Resource Stewardship: Stakeholders will have access to resources in a fiscally responsible manner.

District Administration

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

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

Board of Education

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

SARC Information

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at *http://www.cde.ca.gov/ta/ac/sa/.*
- For more information about the LCFF or LCAP, see the CDE LCFF Webpage at *http://www.cde.ca.gov/fg/aa/lc/.*
- For additional information about the school, parents and community members should contact the school principal or the district office.
- To view our SARC online, please visit our website or scan the QR code to the right.

POINT YOUR PHONE

CAMERA HERE

DataQuest

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

Community & School Profile (School Year 2019-20)

Mountain View Whisman School District (MVWSD) is located in Mountain View, California, a suburban community of over 77,000 approximately 35 miles south of San Francisco. The award-winning district serves a diverse student population in preschool through eighth grade representing a wide range of ethnicities, languages, cultures, and economic status. The district serves more than 5,000 students in nine elementary schools and two middle schools. After graduating from middle school, students arrive prepared at the Mountain View-Los Altos Union High School District; one of the best in the state.

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

Within MVWSD, there is a culture of dedication and commitment to serving the students at all levels. The community is open and embraces the students, staff, and District. All stakeholders are willing to do what is required to improve students' learning experiences and outcomes. Our Profile of a Graduate seeks to capture what we want for our students as learners and citizens. The competencies and attributes are the center of our work and drive our teaching and learning experiences, community partnerships, and the key components of our strategic plan.

Community partnerships provide a wide range of support and enrichment for student learning including opportunities for after-school activities and field trips. A large percentage of parents are also engaged in supporting schools as volunteers, committee members, decision makers, and advocates for their children.

Principal's Message

A National Blue Ribbon and 2018 California Distinguished School, Huff Elementary School's mission is to inspire, prepare, and empower every student. We encourage our students' natural curiosity and we provide opportunities for them to be critical thinkers, creators, collaborators, expert communicators, flexible, tech-savvy problem-solvers. A Huff education also embeds opportunities for social emotional growth so that our graduates are well-rounded, global citizens who are college, career, and community ready.

School Attendance

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

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

School Enrollment (School Year 2018-19)

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

Enrollment Trend by Grade Level

	2016-17	2017-18	2018-19
K	92	106	98
1st	100	96	111
2nd	99	110	93
3rd	92	105	114
4th	93	92	103
5th	96	96	91
Total	572	605	610

Enrollment by Student Group

2018-19

	Percentage
Black or African American	0.5
American Indian or Alaska Native	0.2
Asian	38.7
Filipino	1.5
Hispanic or Latino	12.5
Native Hawaiian or Pacific Islander	0.3
White	34.3
Two or More Races	12.1
EL Students	19.3
Socioeconomically Disadvantaged	9.8
Students with Disabilities	5.4

Conditions of Learning

State Priority: Basic

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

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

Teacher Assignment

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

Teacher Credential Status	School			District
	17-18	18-19	19-20	19-20
Fully Credentialed	29	29	28	280
Without Full Credentials	0	0	0	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

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

Misassignments/Vacancies	17-18	18-19	19-20
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	**0**	**0**	**0**
Vacant Teacher Positions	0	0	0

School Facilities (School Year 2019-20)

Huff Elementary sits on 10.93 acres and has 26 permanent rooms on site. It has a multi-use room, library, two playgrounds, and front office space with a staff room.

Cleaning Process

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

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

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

Maintenance & Repair

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

The District's maintenance department inspects facilities and operating systems at the school. A formal inspection report is prepared annually in accordance with Education Code §17592.72(c)(1). The Mountain View Whisman School District uses the Facilities Inspection Tool developed by the California Office of Public School Construction to assess current conditions of the campus and identify facilities improvement needs.

The chart shows the results of the most recent school facilities inspection (as of September 2019). While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

School Facility Conditions				
Date of Last Inspection: 07/10/2019				
Overall Summary of School Facility Conditions: Good				
Data Collected: September, 2019				
Items Inspected	**Facility Component System Status**			**Deficiency & Remedial Actions Taken or Planned**
	Good	**Fair**	**Poor**	
Systems (Gas Leaks, Mech/ HVAC, Sewer)	X			BOYS RESTROOM 11 D: HAND DRYERS DON'T WORK, BOTH.
Interior	X			CR 3 KINDER: ANCHOR BOOKCASE. CR 15: CARPET STAINS NEED TO BE CLEANED. CLOSET 4 B: MISSING THRESHOLD.
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			CR 13: CARPET STAINS. MUR EXT WATER FOUNTAIN: GRAFFITI.
Electrical	X			No deficiencies observed.
Restrooms/Fountains	X			CR 17: DRINKING FOUNTAIN NEEDS A HANDLE. CR 4: NO WATER. CR 2 KINDER: REMOVE TANBARK FROM OUTSIDE WATER FOUNTAIN. BOYS RESTROOM 5 B: WATER FOUNTAIN BOTTLE FILLER DOES NOT WORK.
Safety (Fire Safety, Hazardous Materials)	X			No deficiencies observed.
Structural (Structural Damage, Roofs)	X			PRINCIPAL OFFICE, WORK ROOM: STAINED CEILING TILES.
External (Grounds, Windows, Doors, Gates, Fences)	X			CR 3 KINDER: ADJUST DOOR CLOSURE. CR 10: BACK DOOR FIRST WINDOW BB GUN DENTS. CR 6: BACK DOOR NEEDS ADJUSTMENT. CR 4, CR 1 KINDER: BROKEN UPPER WINDOW. CR 15: FRONT DOOR DOES NOT CLOSE.

Instructional Materials (School Year 2019-20)

The school district held a public hearing on September 19, 2019, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of *Williams vs. the State of California*. All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home.

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

The table displays information collected in September 2019 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

District-Adopted Textbooks					
Data Collected: September, 2019					
Grade Levels	**Subject**	**Publisher**	**Adoption Year**	**From Most Recent Adoption**	**% Lacking**
TK-5	English/Language Arts	Benchmark Education Company	2016	Yes	0.0%
TK-5	History/Social Studies	Scott Foresman	2006	Yes	0.0%
TK-5	Mathematics	Eureka Math	2015	Yes	0.0%
TK-5	Science	FOSS	2007	Yes	0.0%

Pupil Outcomes

State Priority: Pupil Achievement

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

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

California Assessment of Student Performance and Progress

The California Assessment of Student Performance and Progress (CAASPP) include computer-based and paper-pencil assessments. The computer-based assessments are the Smarter Balanced English Language Arts/Literacy (ELA) and Mathematics tests, administered to grades three through eight and eleven. There is also an optional Standards-based Test in Spanish (STS) for Reading/Language Arts (RLA).

A new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS) has been developed. The California Standards Test and California Modified Assessment for Science are no longer administered. The new California Science Test (CAST) was piloted in spring 2017, field tested during the 2017–18 school year, and is now administered operationally. CAST results are not available for the current reporting period.

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

This table displays the percent of students who met or exceeded state standards in English Language Arts/Literacy (grades 3-8 and 11) and Math (grades 3-8 and 11).

California Assessment of Student Performance and Progress

Percent of Students Meeting or Exceeding the State Standards

Subject	School			District			State		
	2017	2018	2019	2017	2018	2019	2017	2018	2019
English Language Arts/Literacy (Grades 3-8 and 11)	88	90	88	66	68	71	48	50	50
Mathematics (Grades 3-8 and 11)	87	86	86	62	64	64	36	38	39
Science (Grades 5, 8, and 10)	--	--	--	--	--	--	--	--	--

The following table displays information on student achievement by student groups for the school in ELA and Mathematics with all grades combined (grades three through eight and eleven).

California Assessment of Student Performance and Progress

		English-Language Arts				Mathematics			
Student Groups	**Total Enrollment**	**Number Tested**	**Percent Tested**	**Percent Not Tested**	**% Met or Exceeded CA Standard**	**Number Tested**	**Percent Tested**	**Percent Not Tested**	**% Met or Exceeded CA Standard**
All Students	317	307	96.85	3.15	87.62	315	99.37	86.35	13.65
Male	169	163	96.45	3.55	85.89	168	99.41	85.71	14.29
Female	148	144	97.30	2.70	89.58	147	99.32	87.07	12.93
Asian	113	111	98.23	1.77	93.69	113	100.00	94.69	5.31
Hispanic or Latino	42	39	92.86	7.14	64.10	41	97.62	46.34	53.66
White	114	109	95.61	4.39	90.83	113	99.12	92.04	7.96
Two or More Races	44	44	100.00	0.00	88.64	44	100.00	90.91	9.09
Socioeconomically Disadvantaged	33	29	87.88	12.12	48.28	32	96.97	53.13	46.87
English Learners	89	79	88.76	11.24	81.01	89	100.00	75.28	24.72
Students with Disabilities	29	29	100.00	0.00	37.93	29	100.00	48.28	51.72

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the California Alternate Assessment. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject area of physical education

Physical Fitness (School Year 2018-19)

In the spring of each year, the school is required by the state to administer a physical fitness test to students in fifth grade. The Physical Fitness Test measures each student's ability to perform fitness tasks in six major areas. Students who meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "Healthy Fitness Zone" (HFZ).

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

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

Engagement

State Priority: Parental Involvement

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

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

Parent Involvement (School Year 2019-20)

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

State Priority: School Climate

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

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

Discipline & Climate for Learning

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

Suspensions & Expulsions

The table displays the suspension and expulsion rates for the past three years.

Suspensions & Expulsions						
	Suspensions			Expulsions		
	16-17	17-18	18-19	16-17	17-18	18-19
School	1.4	0.6	1.4	0.0	0.0	0.0
District	1.7	1.0	1.3	0.0	0.0	0.0
State	3.6	3.5	3.5	0.1	0.1	0.1

Safe School Plan (School Year 2019-20)

The safety of students and staff is a primary concern of Huff Elementary School. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan is reviewed and updated annually by the Huff Advisory Council. The plan was most recently updated and reviewed in March 2019.

The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year. Students are supervised throughout the day by certificated employees with support from parent volunteers. The school enforces a closed-campus policy during school hours to ensure student safety. Visitors must sign in at the office, wear a visitor's badge at all times while on campus, and sign out upon leaving the school.

Other SARC Information

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

School Leadership

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

Staff leadership opportunities at Huff Elementary School include the School Site Council, PTA, Teacher in Charge, and the English Learner Advisory Committee (ELAC). The School Site Council is made up of staff and parents that serve as the governing body.

Class Size

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

Class Size Distribution												
				Classrooms Containing:								
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	17	18	19	17	18	19	17	18	19	17	18	19
By Grade Level												
K	23	21	25	-	-	-	4	5	4	-	-	-
1	25	24	22	-	-	-	4	4	5	-	-	-
2	25	24	23	-	-	-	4	4	4	-	-	-
3	23	24	25	-	-	-	4	5	4	-	-	-
4	31	31	29	-	-	-	3	3	4	-	-	-
5	32	32	30	-	-	-	3	3	3	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-

Counseling & Support Staff (School Year 2018-19)

It is the goal of the school to assist students in their social and personal development as well as academics. The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision-making, or handling peer pressure.

The school does not have an academic counselor. The table lists the support service personnel available to students at Huff Elementary School.

Counseling & Support Services Staff		
	Number of Staff	**Full Time Equivalent**
Nurse	1	As Needed
Occupational Therapist	1	As Needed
Psychologist	1	As Needed
Community Engagement Facilitator	1	1.0
Instructional Coach – CERT	1	1.0
Library Technician	1	0.88
Resource Specialist Program (RSP) Teacher	1	1.0
At-Risk Intervention Supervisor	1	1.0
Instructional Aides	9	6.7
Response to Instruction Teacher (CERT)	2	2.0
Speech/Language Specialist	1	0.6

Note: One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

GATE

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

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

Individualized Instruction

Special Education students receive support from a Resource Specialist Teacher and/or Aide, a psychologist, and/or other specialists as determined by their Individualized Education Plan (IEP). Teachers and assistants work with the students on a pull-out or push-in basis as well as within their classrooms. Students are mainstreamed whenever possible.

English Language Learners

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

Staff Development

All training and professional development at Mountain View Whisman School District revolve around providing the best education and comprehensive support for all students. The district sponsors six full staff development days annually where teachers and support staff are offered a broad-based variety of professional growth opportunities to enhance their teaching and support practices. As part of the growth process, additional opportunities for training and staff development are provided at both the district and individual school sites to both certificated and classified staff throughout the school year as well as during non-contracted times. Teaching skills are built and educational concepts developed by staff participating in many conferences and workshops throughout the year, and then sharing their experiences and knowledge with district colleagues. Staff members are encouraged to attend district sponsored training and professional development programs.

Topics for continuous development and learning available to staff during the 2019-20 school year include:

General Education

- Sheltered Instruction Observation Protocol (SIOP) Strategies
- Middle School Science - Anchor Phenomena
- Benchmark Advance English-Language Arts (ELA) Curriculum Training
- Next Generation Science Standards (NGSS) Training for Elementary STEAM teachers
- English Language Development (ELD)
- Eureka Math for new teachers
- Eureka Math pacing and planning
- Differentiation Strategies Overview
- Differentiation for high performers
- Differentiation - Building systems and strategies to support all learners
- Differentiation for struggling students
- Middle School Social Studies Curriculum and Materials training

• i-Ready Overview
• i-Ready Instruction for Middle School Response to Instruction (RTI) teachers
• TechSmart Coding Training
• Teaching the whole child

Special Education

• Behavioral Technician Protocols - Expectations, Assignments, and Data Monitoring
• Desired Results Developmental Profile
• Goalbook Pathways
• Individual Education Plans (IEP)
• Move Training
• Social Skills Development
• Special Education Services Referral Protocol
• Star training
• Common Core Connectors Relation to Adopted Curriculum

Classified Staff

• Child Nutrition Equipment and Procedures
• Expectations and Responsibilities for Instructional Assistants

Instructional Coaches

• Eureka Math
• SIOP/ELD
• Differentiation

The table displays the number of full days that a professional development opportunity was available. Many professional development opportunities are offered during portions of other days. Not all staff will attend each professional development opportunity. Different opportunities are offered to staff throughout the year based on job description and duties of individual sites and departments.

Professional Development			
	17-18	18-19	19-20
Number of school days dedicated to Staff Development and Continuous Improvement	6	6	6

Curriculum Development

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

Huff Elementary School provides dedicated time for intervention and enrichment through the school's Response to Instruction program. The District provides two additional teachers to support this initiative. Student progress is monitored through ongoing assessment and is conveyed to parents on report cards. Group assessment data is shared with the staff to both support students and help determine school needs and focus. The principal and individual staff members also discuss student's assessment data as needed and appropriate.

Extracurricular & Enrichment Activities

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

• After-school Chess Club
• Art Club
• Band (Strings & Instrumental Music)
• Basketball
• Chorus
• Classroom music (once a week)
• Cultural Assembly
• Drama
• Engineering
• Field Trips
• Garden Club
• Honor Choir
• Lunch Room Helpers
• Math Olympiad
• Music In Action
• Recorder
• Soccer
• Student Council
• Tennis
• Whizbots

Recognition Programs

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

Computer Resources

All classrooms in grades 1-5 have a set of Chromebook laptops for every student. In Kindergarten, each classroom has a cart of iPads. Students access various software programs to support their academic skills and digital literacy.

Library Information

Huff Elementary School's library, staffed by a 30 hour-per-week library technician, is stocked with more than 25,000 books that are available for students to check out. Students visit the library once a week with their class and can access the library during recess and lunch. The school's library also contains three computer workstations for student use.

Additional Internet Access/Public Libraries

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

District Revenue Sources (Fiscal Year 2018-19)

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

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

Expenditures & Services Funded (Fiscal Year 2017-18)

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

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

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	$6,079
From Supplemental/Restricted Sources	$549
From Basic/Unrestricted Sources	$5,530
District	
From Basic/Unrestricted Sources	$4,531
Percentage of Variation between School & District	22.0%
State	
From Basic/Unrestricted Sources	$7,507
Percentage of Variation between School & State	-26.3%

Average Teacher & Administrative Salaries (Fiscal Year 2017-18)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the California Department of Education's website *www.cde.ca.gov.*

Average Salary Information Teachers - Principal - Superintendent 2017-18		
	District	State
Beginning Teachers	$60,933	$49,378
Mid-Range Teachers	$89,107	$77,190
Highest Teachers	$109,243	$96,607
Elementary School Principals	$136,148	$112,074
Middle School Principals	$144,020	$126,560
High School Principals	-	$126,920
Superintendent	$234,740	$189,346
Salaries as a Percentage of Total Budget		
Teacher Salaries	34.0%	36.0%
Administrative Salaries	7.0%	6.0%

School Site Teacher Salaries (Fiscal Year 2017-18)

State law requires comparative salary and budget information to be reported to the general public. The table illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state.

Average Teacher Salaries	
School & District	
School	$84,667
District	$82,977
Percentage of Variation	2.0%
School & State	
All Elementary School Districts	$77,619
Percentage of Variation	9.1%

Mountain View Whisman School District

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

Independent Study Program

460 Thompson Avenue • Mountain View, CA 94043 • (650) 903-6915
Serving Grades Kindergarten through Eight • CDS: 43-69591-0121830
Cathy Baur, Chief Academic Officer
cbaur@mvwsd.org
http://mvwsd.org/

2018-19 School Accountability Report Card

Published in 2019-20 School Year

District Mission Statement

We inspire, prepare and empower every student.

District Vision Statement

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

District Goals

- Student Achievement: Every student will be prepared for high school and 21st Century citizenship.
- Inclusive and Supportive Culture: All will feel valued and supported while working, learning, and partnering.
- Achievement Gap: Achievement gaps will be eliminated for all student groups in all areas.
- Human Capital: MVWSD will invest in teachers, leaders, and staff to ensure we are the place talented educators choose to work.
- Resource Stewardship: Stakeholders will have access to resources in a fiscally responsible manner.

District Administration

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

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

Board of Education

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

SARC Information

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at *http://www.cde.ca.gov/ta/ac/sa/.*
- For more information about the LCFF or LCAP, see the CDE LCFF Webpage at *http://www.cde.ca.gov/fg/aa/lc/.*
- For additional information about the school, parents and community members should contact the school principal or the district office.
- To view our SARC online, please visit our website or scan the QR code to the right.

POINT YOUR PHONE

CAMERA HERE

DataQuest

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

Community & School Profile (School Year 2019-20)

Mountain View Whisman School District (MVWSD) is located in Mountain View, California, a suburban community of over 77,000 approximately 35 miles south of San Francisco. The award-winning district serves a diverse student population in preschool through eighth grade representing a wide range of ethnicities, languages, cultures, and economic status. The district serves more than 5,000 students in nine elementary schools and two middle schools. After graduating from middle school, students arrive prepared at the Mountain View-Los Altos Union High School District; one of the best in the state.

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

Within MVWSD, there is a culture of dedication and commitment to serving the students at all levels. The community is open and embraces the students, staff, and District. All stakeholders are willing to do what is required to improve students' learning experiences and outcomes. Our Profile of a Graduate seeks to capture what we want for our students as learners and citizens. The competencies and attributes are the center of our work and drive our teaching and learning experiences, community partnerships, and the key components of our strategic plan.

Community partnerships provide a wide range of support and enrichment for student learning including opportunities for after-school activities and field trips. A large percentage of parents are also engaged in supporting schools as volunteers, committee members, decision makers, and advocates for their children.

Principal's Message

Mountain View Whisman School District offers a homeschool program to families of children in Kindergarten through 8th grade. In this program, parents and children work with a credentialed teacher to provide the best instructional strategies to meet their child's particular learning needs. A California State Standards-Based curriculum is provided. Support is provided through bimonthly individualized student-parent-teacher meetings held at Monta Loma Elementary School. A small homeschool community developed around a science class, a community-based art class, bimonthly field trips, and other opportunities for socialization and learning.

School Attendance

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

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

School Enrollment (School Year 2018-19)

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

Enrollment Trend by Grade Level

	2016-17	2017-18	2018-19
K	2	1	-
1st	3	2	1
2nd	2	3	1
3rd	2	2	3
4th	-	1	-
5th	-	-	1
6th	1	-	-
7th	1	1	-
8th	2	1	1
Total	13	11	7

Enrollment by Student Group

2018-19	
	Percentage
Hispanic or Latino	14.3
White	85.7
Students with Disabilities	14.3

Conditions of Learning

State Priority: Basic

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

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

Teacher Assignment

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

Teacher Credential Status	School			District
	17-18	18-19	19-20	19-20
Fully Credentialed	1	1	1	280
Without Full Credentials	0	0	0	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

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

Misassignments/Vacancies	17-18	18-19	19-20
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	**0**	**0**	**0**
Vacant Teacher Positions	0	0	0

School Facilities (School Year 2019-20)

The Independent Study Program is currently comprised of one classroom located on the Monta Loma Elementary School campus.

Cleaning Process

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

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

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

Maintenance & Repair

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

The District's maintenance department inspects facilities and operating systems at the school. A formal inspection report is prepared annually in accordance with Education Code §17592.72(c)(1). The Mountain View Whisman School District uses the Facilities Inspection Tool developed by the California Office of Public School Construction to assess current conditions of the campus and identify facilities improvement needs.

The chart shows the results of the most recent school facilities inspection (as of September 2019). While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

School Facility Conditions				
Date of Last Inspection: 07/10/2019				
Overall Summary of School Facility Conditions: Good				
Data Collected: September, 2019				
Items Inspected	**Facility Component System Status**			**Deficiency & Remedial Actions Taken or Planned**
	Good	**Fair**	**Poor**	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			BOYS RESTROOM BY ROOM 6: YELLOW WATER. CR 16: WATER CAME OUT YELLOW.
Interior	X			No deficiencies observed.
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			CR 7: CARPET STAINED. CR 24: CARPET STAINS. EXTERIOR DRINKING FOUNTAIN BY RM 5: DRINKING FOUNTAIN IS DIRTY. STAFF LOUNGE: STAINED FLOORS.
Electrical	X			COMMUNITY ROOM: LIGHT BULB OUT, 1ST LEFT LIGHT UNIT. CR 10: SOME LIGHTS DON'T TURN ON.
Restrooms/Fountains	X			CR 20: WATER FOUNTAIN BARELY HAS WATER COMING OUT.
Safety (Fire Safety, Hazardous Materials)	X			No deficiencies observed.
Structural (Structural Damage, Roofs)	X			ADMIN OFFICE: NURSES OFFICE WALL NEEDS PAINT TOUCH UP.
External (Grounds, Windows, Doors, Gates, Fences)	X			CR 18: DOOR NEEDS ADJUSTMENT. CR 17: INSIDE LOCK IS LOOSE.

Instructional Materials (School Year 2019-20)

The school district held a public hearing on September 19, 2019, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of *Williams vs. the State of California*. All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home.

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

The table displays information collected in September 2019 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

District-Adopted Textbooks					
Data Collected: September, 2019					
Grade Levels	**Subject**	**Publisher**	**Adoption Year**	**From Most Recent Adoption**	**% Lacking**
TK-5	English/Language Arts	Benchmark Education Company	2016	Yes	0.0%
TK-5	History/Social Studies	Scott Foresman	2006	Yes	0.0%
TK-5	Mathematics	Eureka Math	2015	Yes	0.0%
TK-5	Science	FOSS	2007	Yes	0.0%
6th-8th	English/Language Arts	McGraw-Hill	2016	Yes	0.0%
6th-8th	History/Social Studies	Teacher's Curriculum Institute	2019	Yes	0.0%
6th-8th	Mathematics	Eureka Math	2015	Yes	0.0%
6th-8th	Science	Prentice Hall	2007	Yes	0.0%

Pupil Outcomes

State Priority: Pupil Achievement

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

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

California Assessment of Student Performance and Progress

The California Assessment of Student Performance and Progress (CAASPP) include computer-based and paper-pencil assessments. The computer-based assessments are the Smarter Balanced English Language Arts/Literacy (ELA) and Mathematics tests, administered to grades three through eight and eleven. There is also an optional Standards-based Test in Spanish (STS) for Reading/Language Arts (RLA).

A new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS) has been developed. The California Standards Test and California Modified Assessment for Science are no longer administered. The new California Science Test (CAST) was piloted in spring 2017, field tested during the 2017–18 school year, and is now administered operationally. CAST results are not available for the current reporting period.

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

Due to the moderate number of students tested, scores are not disclosed for this school.

California Assessment of Student Performance and Progress

Percent of Students Meeting or Exceeding the State Standards

Subject	School			District			State		
	2017	2018	2019	2017	2018	2019	2017	2018	2019
English Language Arts/Literacy (Grades 3-8 and 11)	--	--	--	66	68	71	48	50	50
Mathematics (Grades 3-8 and 11)	--	--	--	62	64	64	36	38	39
Science (Grades 5, 8, and 10)	--	--	--	--	--	--	--	--	--

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the California Alternate Assessment. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject area of physical education

Physical Fitness (School Year 2018-19)

In the spring of each year, the school is required by the state to administer a physical fitness test to students in grades five and seven. The Physical Fitness Test measures each student's ability to perform fitness tasks in six major areas. Students who meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "Healthy Fitness Zone" (HFZ).

Percentage of Students in Healthy Fitness Zone

2018-19

Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	-	-	-
7	-	-	-

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

Engagement

State Priority: Parental Involvement

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

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

Parent Involvement (School Year 2019-20)

Parents play an integral role in the education of their children in the Mountain View Whisman School District Homeschool Program. The Independent Study Program greatly benefits from its supportive parents who assume the role of teacher in the education of their children with consultation from the program ISP Teacher. Nearly all lesson delivery, teaching, and learning opportunities are provided by parents and caregivers. As the primary teacher, parents are asked to deliver core instruction and administer assessments with the support of the homeschool teacher when needed. Through this partnership, parents and the homeschool teacher will ensure that the California State Standards are met.

State Priority: School Climate

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

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

Suspensions & Expulsions

The table displays the suspension and expulsion rates for the past three years.

Suspensions & Expulsions						
	Suspensions			Expulsions		
	16-17	17-18	18-19	16-17	17-18	18-19
School	0.0	0.0	0.0	0.0	0.0	0.0
District	1.7	1.0	1.3	0.0	0.0	0.0
State	3.6	3.5	3.5	0.1	0.1	0.1

Safe School Plan (School Year 2019-20)

As schooling is primarily done in the students' home, parents are responsible for the safety of their children while at home and on field trips. Since the program is on Monta Loma Elementary School's campus, it follows the Monta Loma Safety Plan guidelines. During bimonthly meetings, all of Monta Loma School's safety plans will be followed in the event of an emergency. The School Site Safety plan is reviewed annually by the School Site Council, parents, and faculty. The plan was most recently updated and reviewed in March 2019.

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.

Class Size

Due to the nature of independent study, class size distribution data was unavailable.

Counseling & Support Staff (School Year 2018-19)

The school did not have an academic counselor in the 2018-19 school year.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Nurse	1	As Needed
Occupational Therapist	1	As Needed
Psychologist	1	As Needed

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.

Staff Development

All training and professional development at Mountain View Whisman School District revolve around providing the best education and comprehensive support for all students. The district sponsors six full staff development days annually where teachers and support staff are offered a broad-based variety of professional growth opportunities to enhance their teaching and support practices. As part of the growth process, additional opportunities for training and staff development are provided at both the district and individual school sites to both certificated and classified staff throughout the school year as well as during non-contracted times. Teaching skills are built and educational concepts developed by staff participating in many conferences and workshops throughout the year, and then sharing their experiences and knowledge with district colleagues. Staff members are encouraged to attend district sponsored training and professional development programs.

Topics for continuous development and learning available to staff during the 2019-20 school year include:

General Education

- Sheltered Instruction Observation Protocol (SIOP) Strategies
- Middle School Science - Anchor Phenomena
- Benchmark Advance English-Language Arts (ELA) Curriculum Training
- Next Generation Science Standards (NGSS) Training for Elementary STEAM teachers
- English Language Development (ELD)
- Eureka Math for new teachers
- Eureka Math pacing and planning
- Differentiation Strategies Overview
- Differentiation for high performers
- Differentiation - Building systems and strategies to support all learners
- Differentiation for struggling students
- Middle School Social Studies Curriculum and Materials training

• i-Ready Overview
• i-Ready Instruction for Middle School Response to Instruction (RTI) teachers
• TechSmart Coding Training
• Teaching the whole child

Special Education

• Behavioral Technician Protocols - Expectations, Assignments, and Data Monitoring
• Desired Results Developmental Profile
• Goalbook Pathways
• Individual Education Plans (IEP)
• Move Training
• Social Skills Development
• Special Education Services Referral Protocol
• Star training
• Common Core Connectors Relation to Adopted Curriculum

Classified Staff

• Child Nutrition Equipment and Procedures
• Expectations and Responsibilities for Instructional Assistants

Instructional Coaches

• Eureka Math
• SIOP/ELD
• Differentiation

The table displays the number of full days that a professional development opportunity was available. Many professional development opportunities are offered during portions of other days. Not all staff will attend each professional development opportunity. Different opportunities are offered to staff throughout the year based on job description and duties of individual sites and departments.

Professional Development			
	17-18	18-19	19-20
Number of school days dedicated to Staff Development and Continuous Improvement	6	6	6

Additional Internet Access/Public Libraries

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

District Revenue Sources (Fiscal Year 2018-19)

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

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

Expenditures & Services Funded (Fiscal Year 2017-18)

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

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

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	$4,531
From Supplemental/Restricted Sources	-
From Basic/Unrestricted Sources	$4,531
District	
From Basic/Unrestricted Sources	$4,531
Percentage of Variation between School & District	-
State	
From Basic/Unrestricted Sources	$7,507
Percentage of Variation between School & State	-39.6%

Average Teacher & Administrative Salaries (Fiscal Year 2017-18)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the California Department of Education's website *www.cde.ca.gov.*

Average Salary Information Teachers - Principal - Superintendent 2017-18		
	District	State
Beginning Teachers	$60,933	$49,378
Mid-Range Teachers	$89,107	$77,190
Highest Teachers	$109,243	$96,607
Elementary School Principals	$136,148	$112,074
Middle School Principals	$144,020	$126,560
High School Principals	-	$126,920
Superintendent	$234,740	$189,346
Salaries as a Percentage of Total Budget		
Teacher Salaries	34.0%	36.0%
Administrative Salaries	7.0%	6.0%

School Site Teacher Salaries (Fiscal Year 2017-18)

State law requires comparative salary and budget information to be reported to the general public. The table illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state.

Average Teacher Salaries	
School & District	
School	$31,135
District	$82,977
Percentage of Variation	-62.5%
School & State	
All Elementary School Districts	$77,619
Percentage of Variation	-59.9%

Mountain View Whisman School District

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

Edith Landels Elementary School

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

2018-19 School Accountability Report Card

Published in 2019-20 School Year

District Mission Statement

We inspire, prepare and empower every student.

District Vision Statement

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

District Goals

- Student Achievement: Every student will be prepared for high school and 21st Century citizenship.
- Inclusive and Supportive Culture: All will feel valued and supported while working, learning, and partnering.
- Achievement Gap: Achievement gaps will be eliminated for all student groups in all areas.
- Human Capital: MVWSD will invest in teachers, leaders, and staff to ensure we are the place talented educators choose to work.
- Resource Stewardship: Stakeholders will have access to resources in a fiscally responsible manner.

District Administration

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

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

Board of Education

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

SARC Information

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at *http://www.cde.ca.gov/ta/ac/sa/*.
- For more information about the LCFF or LCAP, see the CDE LCFF Webpage at *http://www.cde.ca.gov/fg/aa/lc/*.
- For additional information about the school, parents and community members should contact the school principal or the district office.
- To view our SARC online, please visit our website or scan the QR code to the right.

POINT YOUR PHONE

CAMERA HERE

DataQuest

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

Community & School Profile (School Year 2019-20)

Mountain View Whisman School District (MVWSD) is located in Mountain View, California, a suburban community of over 77,000 approximately 35 miles south of San Francisco. The award-winning district serves a diverse student population in preschool through eighth grade representing a wide range of ethnicities, languages, cultures, and economic status. The district serves more than 5,000 students in nine elementary schools and two middle schools. After graduating from middle school, students arrive prepared at the Mountain View-Los Altos Union High School District; one of the best in the state.

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

Within MVWSD, there is a culture of dedication and commitment to serving the students at all levels. The community is open and embraces the students, staff, and District. All stakeholders are willing to do what is required to improve students' learning experiences and outcomes. Our Profile of a Graduate seeks to capture what we want for our students as learners and citizens. The competencies and attributes are the center of our work and drive our teaching and learning experiences, community partnerships, and the key components of our strategic plan.

Community partnerships provide a wide range of support and enrichment for student learning including opportunities for after-school activities and field trips. A large percentage of parents are also engaged in supporting schools as volunteers, committee members, decision makers, and advocates for their children.

Principal's Message

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

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

School Attendance

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

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

School Enrollment (School Year 2018-19)

These charts display school enrollment broken down by grade.

Enrollment Trend by Grade Level

	2016-17	2017-18	2018-19
K	139	111	89
1st	95	97	83
2nd	78	90	93
3rd	74	71	86
4th	94	72	63
5th	87	93	77
Total	567	534	491

These charts display school enrollment broken down by student group.

Enrollment by Student Group	
2018-19	
	Percentage
Black or African American	1.4
Asian	18.1
Filipino	3.9
Hispanic or Latino	23.6
Native Hawaiian or Pacific Islander	0.2
White	39.7
Two or More Races	13.0
EL Students	17.7
Socioeconomically Disadvantaged	19.8
Students with Disabilities	10.4
Foster Youth	0.2
Homeless	0.2

Conditions of Learning

State Priority: Basic

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

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

Teacher Assignment

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

Teacher Credential Status				
	School			District
	17-18	18-19	19-20	19-20
Fully Credentialed	29	28	23	280
Without Full Credentials	0	0	0	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

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

Misassignments/Vacancies			
	17-18	18-19	19-20
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	**0**	**0**	**0**
Vacant Teacher Positions	0	0	0

School Facilities (School Year 2019-20)

Landels Elementary sits on 10.16 acres and has 22 permanent rooms on site. It has a multi-use room, library, two playgrounds, and front office space with a staff room.

Cleaning Process

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

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

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

Maintenance & Repair

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

The District's maintenance department inspects facilities and operating systems at the school. A formal inspection report is prepared annually in accordance with Education Code §17592.72(c)(1). The Mountain View Whisman School District uses the Facilities Inspection Tool developed by the California Office of Public School Construction to assess current conditions of the campus and identify facilities improvement needs.

The chart shows the results of the most recent school facilities inspection (as of September 2019). While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

School Facility Conditions

Date of Last Inspection: 07/09/2019

Overall Summary of School Facility Conditions: Good

Data Collected: September, 2019

Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			No deficiencies observed.
Interior	X			No deficiencies observed.
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			STAFF LOUNGE: FLOOR STAINS.
Electrical		X		PORTABLE 26: 3 LIGHTS DON'T WORK. GIRLS RESTROOM 11 C, GIRLS RESTROOM BY ROOM 4: HAND DRYER DOES NOT WORK. PORTABLE 28: LIGHT BULB REPLACEMENT. PORTABLE 23, PORTABLE 30: REPLACE LIGHT BULBS.
Restrooms/Fountains	X			No deficiencies observed.
Safety (Fire Safety, Hazardous Materials)	X			No deficiencies observed.
Structural (Structural Damage, Roofs)	X			PARKING LOTS: STAFF PARKING LOT ASPHALT NEEDS REPAIRS. ADMIN OFFICES: TILE STAINS IN PRINCIPAL'S OFFICE. PORTABLE 28: CEILING TILES FALLING OFF.
External (Grounds, Windows, Doors, Gates, Fences)	X			CR 8: BACK DOOR STOPPER. CR 6: DOOR NEEDS ADJUSTMENT. CR 4, CR 7, CR 16, CR 17, BOYS RESTROOM 5D: TOP WINDOW IS CRACKED. CR 1: WINDOW CRACKED.

Instructional Materials (School Year 2019-20)

The school district held a public hearing on September 19, 2019, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of *Williams vs. the State of California*. All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home.

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

The table displays information collected in September 2019 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

District-Adopted Textbooks

Data Collected: September, 2019

Grade Levels	Subject	Publisher	Adoption Year	From Most Recent Adoption	% Lacking
TK-5	English/Language Arts	Benchmark Education Company	2016	Yes	0.0%
TK-5	History/Social Studies	Scott Foresman	2006	Yes	0.0%
TK-5	Mathematics	Eureka Math	2015	Yes	0.0%
TK-5	Science	FOSS	2007	Yes	0.0%

Pupil Outcomes

State Priority: Pupil Achievement

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

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

California Assessment of Student Performance and Progress

The California Assessment of Student Performance and Progress (CAASPP) include computer-based and paper-pencil assessments. The computer-based assessments are the Smarter Balanced English Language Arts/Literacy (ELA) and Mathematics tests, administered to grades three through eight and eleven. There is also an optional Standards-based Test in Spanish (STS) for Reading/Language Arts (RLA).

A new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS) has been developed. The California Standards Test and California Modified Assessment for Science are no longer administered. The new California Science Test (CAST) was piloted in spring 2017, field tested during the 2017–18 school year, and is now administered operationally. CAST results are not available for the current reporting period.

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

This table displays the percent of students who met or exceeded state standards in English Language Arts/Literacy (grades 3-8 and 11) and Math (grades 3-8 and 11).

California Assessment of Student Performance and Progress

Percent of Students Meeting or Exceeding the State Standards

Subject	School			District			State		
	2017	2018	2019	2017	2018	2019	2017	2018	2019
English Language Arts/Literacy (Grades 3-8 and 11)	57	68	78	66	68	71	48	50	50
Mathematics (Grades 3-8 and 11)	52	64	69	62	64	64	36	38	39
Science (Grades 5, 8, and 10)	--	--	--	--	--	--	--	--	--

The following table displays information on student achievement by student groups for the school in ELA and Mathematics with all grades combined (grades three through eight and eleven).

California Assessment of Student Performance and Progress

		English-Language Arts				Mathematics			
Student Groups	**Total Enrollment**	**Number Tested**	**Percent Tested**	**Percent Not Tested**	**% Met or Exceeded CA Standard**	**Number Tested**	**Percent Tested**	**Percent Not Tested**	**% Met or Exceeded CA Standard**
All Students	223	215	96.41	3.59	78.14	216	96.86	3.14	68.98
Male	115	112	97.39	2.61	78.57	111	96.52	3.48	76.58
Asian	108	103	95.37	4.63	77.67	105	97.22	2.78	60.95
Female	28	27	96.43	3.57	85.19	28	100.00	0.00	85.71
Hispanic or Latino	67	65	97.01	2.99	58.46	64	95.52	4.48	42.19
White	87	85	97.70	2.30	88.24	85	97.70	2.30	82.35
Two or More Races	32	30	93.75	6.25	93.33	30	93.75	6.25	86.67
Socioeconomically Disadvantaged	49	46	93.88	6.12	54.35	47	95.92	4.08	29.79
English Learners	75	72	96.00	4.00	61.11	74	98.67	1.33	50.00
Students with Disabilities	30	29	96.67	3.33	44.83	28	93.33	6.67	42.86

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the California Alternate Assessment. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject area of physical education

Physical Fitness (School Year 2018-19)

In the spring of each year, the school is required by the state to administer a physical fitness test to students in fifth grade. The Physical Fitness Test measures each student's ability to perform fitness tasks in six major areas. Students who meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "Healthy Fitness Zone" (HFZ).

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

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

Engagement

State Priority: Parental Involvement

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

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

Parent Involvement (School Year 2019-20)

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.

State Priority: School Climate

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

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

Discipline & Climate for Learning

Students at Landels Elementary are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. Students are informed of school rules and discipline policies at the beginning of the year through expectation assemblies, school tours and classroom presentations. Parents are informed of school rules and discipline policies at the beginning of the year through Monday morning assemblies, PTA and principal's coffee meetings, and Back to School Night.

Throughout the year, behavior expectation policies are reviewed in expectation assemblies every trimester or as needed. In addition, weekly Wednesday newsletters, monthly Principal Chats, Auto Dialer messages, Parent Education Nights, School Site Council, and Monday morning assemblies include positive climate messages and strategies.

Suspensions & Expulsions

The table displays the suspension and expulsion rates for the past three years.

Suspensions & Expulsions						
	Suspensions			Expulsions		
	16-17	17-18	18-19	16-17	17-18	18-19
School	0.6	0.0	0.0	0.0	0.0	0.0
District	1.7	1.0	1.3	0.0	0.0	0.0
State	3.6	3.5	3.5	0.1	0.1	0.1

Safe School Plan (School Year 2019-20)

The safety of students and staff is a primary concern of Landels Elementary. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan is reviewed and updated annually by the principal, parents, and classified personnel. The plan was most recently updated and reviewed in March 2019. The plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year.

Students are supervised by teachers, the principal, and yard duty supervisors. The school enforces a closed-campus policy during school hours to ensure student safety. Visitors must sign in at the office, wear a visitor's badge at all times while on campus, and sign out upon leaving the school.

Other SARC Information

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

School Leadership

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

Class Size

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

Class Size Distribution												
				Classrooms Containing:								
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	17	18	19	17	18	19	17	18	19	17	18	19
By Grade Level												
K	21	19	22	3	1	-	4	5	4	-	-	-
1	23	24	21	-	-	1	4	4	3	-	-	-
2	25	22	23	-	-	-	3	4	4	-	-	-
3	24	23	21	-	-	1	3	3	3	-	-	-
4	30	24	31	-	-	-	3	3	2	-	-	-
5	28	29	26	-	-	-	4	3	3	-	-	-
Other	6	7	8	1	1	1	-	-	-	-	-	-

Counseling & Support Staff (School Year 2018-19)

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

Currently, Landels employs a School and Community Engagement Facilitator and an At-Risk Supervisor who both proactively assist students and families with academic, social and emotional struggles.

The school does not have an academic counselor. The table lists the support service personnel available to students at Landels Elementary School.

Counseling & Support Services Staff		
	Number of Staff	**Full Time Equivalent**
Nurse	1	As Needed
Occupational Therapist	1	As Needed
Psychologist	1	As Needed
Community Engagement Facilitator	1	1.0
Instructional Coach – CERT	1	1.0
Library Technician	1	0.88
Resource Specialist Program (RSP) Teacher	1	1.0
At-Risk Intervention Supervisor	1	1.0
Instructional Aides	10	8.4
Resource Specialist Aide	1	1.0
Response to Instruction Teacher (CERT)	2	2.0
Special Day Class Teacher	1	1.0
Speech/Language Specialist	1	0.4

Note: One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

GATE

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

Individualized Instruction

Special Education students receive support from a Resource Specialist Teacher and/or Aide, a Special Day Class Teacher and/or Aide, a psychologist, and/or other specialists as determined by their Individualized Education Plan (IEP). Teachers and assistants work with the special education students on a pull-out basis as well as within their classrooms. Students are mainstreamed whenever possible.

English Language Learners

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

Staff Development

All training and professional development at Mountain View Whisman School District revolve around providing the best education and comprehensive support for all students. The district sponsors six full staff development days annually where teachers and support staff are offered a broad-based variety of professional growth opportunities to enhance their teaching and support practices. As part of the growth process, additional opportunities for training and staff development are provided at both the district and individual school sites to both certificated and classified staff throughout the school year as well as during non-contracted times. Teaching skills are built and educational concepts developed by staff participating in many conferences and workshops throughout the year, and then sharing their experiences and knowledge with district colleagues. Staff members are encouraged to attend district sponsored training and professional development programs.

Topics for continuous development and learning available to staff during the 2019-20 school year include:

General Education

- Sheltered Instruction Observation Protocol (SIOP) Strategies
- Middle School Science - Anchor Phenomena
- Benchmark Advance English-Language Arts (ELA) Curriculum Training
- Next Generation Science Standards (NGSS) Training for Elementary STEAM teachers
- English Language Development (ELD)

• Eureka Math for new teachers
• Eureka Math pacing and planning
• Differentiation Strategies Overview
• Differentiation for high performers
• Differentiation - Building systems and strategies to support all learners
• Differentiation for struggling students
• Middle School Social Studies Curriculum and Materials training
• i-Ready Overview
• i-Ready Instruction for Middle School Response to Instruction (RTI) teachers
• TechSmart Coding Training
• Teaching the whole child

Special Education

• Behavioral Technician Protocols - Expectations, Assignments, and Data Monitoring
• Desired Results Developmental Profile
• Goalbook Pathways
• Individual Education Plans (IEP)
• Move Training
• Social Skills Development
• Special Education Services Referral Protocol
• Star training
• Common Core Connectors Relation to Adopted Curriculum

Classified Staff

• Child Nutrition Equipment and Procedures
• Expectations and Responsibilities for Instructional Assistants

Instructional Coaches

• Eureka Math
• SIOP/ELD
• Differentiation

The table displays the number of full days that a professional development opportunity was available. Many professional development opportunities are offered during portions of other days. Not all staff will attend each professional development opportunity. Different opportunities are offered to staff throughout the year based on job description and duties of individual sites and departments.

Professional Development			
	17-18	18-19	19-20
Number of school days dedicated to Staff Development and Continuous Improvement	6	6	6

Curriculum Development

All curriculum development at Landels Elementary School revolves around the California Common Core Standards. Teachers align classroom curriculum to ensure that all students either meet or exceed state proficiency levels. Faculty, subcommittees, the School Site Council, Parent-Focus Groups, English Learner Advisory Committee (ELAC), and the principal evaluate Landels Elementary School's curriculum continuously using assessment data, district benchmarks, and pacing guides. All students have access to the core curriculum.

Landels Elementary School provides dedicated time each day for intervention and enrichment through the school's Response to Instruction program. The District provides two additional teachers to support this initiative. Student progress is monitored through ongoing assessment and is conveyed to parents on report cards. Group assessment data is shared with the staff to both support students and help determine school needs and focus. The principal and individual staff members also discuss student's assessment data each trimester, during a process called "Kid Talk."

Extracurricular & Enrichment Activities

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

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

Recognition Programs

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

- ROAR Awards
- Citizenship
- Fifth Grade Moving On Ceremony Awards
- Family Legacy Award

Computer Resources

Students in Kindergarten through fifth grade have Chromebooks at a ratio of 1:1. Students are trained on the following software programs: i-Ready, ST Math, and Google Classroom.

Library Information

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

Additional Internet Access/Public Libraries

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

District Revenue Sources (Fiscal Year 2018-19)

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

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

Expenditures & Services Funded (Fiscal Year 2017-18)

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

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

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	$7,091
From Supplemental/Restricted Sources	$754
From Basic/Unrestricted Sources	$6,337
District	
From Basic/Unrestricted Sources	$4,531
Percentage of Variation between School & District	39.9%
State	
From Basic/Unrestricted Sources	$7,507
Percentage of Variation between School & State	-15.6%

Average Teacher & Administrative Salaries (Fiscal Year 2017-18)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the California Department of Education's website *www.cde.ca.gov.*

Average Salary Information Teachers - Principal - Superintendent 2017-18		
	District	State
Beginning Teachers	$60,933	$49,378
Mid-Range Teachers	$89,107	$77,190
Highest Teachers	$109,243	$96,607
Elementary School Principals	$136,148	$112,074
Middle School Principals	$144,020	$126,560
High School Principals	-	$126,920
Superintendent	$234,740	$189,346
Salaries as a Percentage of Total Budget		
Teacher Salaries	34.0%	36.0%
Administrative Salaries	7.0%	6.0%

School Site Teacher Salaries (Fiscal Year 2017-18)

State law requires comparative salary and budget information to be reported to the general public. The table illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state.

Average Teacher Salaries	
School & District	
School	$89,877
District	$82,977
Percentage of Variation	8.3%
School & State	
All Elementary School Districts	$77,619
Percentage of Variation	15.8%

Mountain View Whisman School District

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

Gabriela Mistral Elementary School

505 Escuela Avenue • Mountain View, CA 94040 • (650) 526-3575
Serving Grades Kindergarten through Five • CDS: 43-69591-0132373
Tabitha Miller, Principal
tmiller@mvwsd.org
http://mistral.mvwsd.org/

2018-19 School Accountability Report Card

Published in 2019-20 School Year

District Mission Statement

We inspire, prepare and empower every student.

District Vision Statement

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

District Goals

- Student Achievement: Every student will be prepared for high school and 21st Century citizenship.
- Inclusive and Supportive Culture: All will feel valued and supported while working, learning, and partnering.
- Achievement Gap: Achievement gaps will be eliminated for all student groups in all areas.
- Human Capital: MVWSD will invest in teachers, leaders, and staff to ensure we are the place talented educators choose to work.
- Resource Stewardship: Stakeholders will have access to resources in a fiscally responsible manner.

District Administration

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

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

Board of Education

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

SARC Information

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at *http://www.cde.ca.gov/ta/ac/sa/.*
- For more information about the LCFF or LCAP, see the CDE LCFF Webpage at *http://www.cde.ca.gov/fg/aa/lc/.*
- For additional information about the school, parents and community members should contact the school principal or the district office.
- To view our SARC online, please visit our website or scan the QR code to the right.

POINT YOUR PHONE

CAMERA HERE

DataQuest

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

Community & School Profile (School Year 2019-20)

Mountain View Whisman School District (MVWSD) is located in Mountain View, California, a suburban community of over 77,000 approximately 35 miles south of San Francisco. The award-winning district serves a diverse student population in preschool through eighth grade representing a wide range of ethnicities, languages, cultures, and economic status. The district serves more than 5,000 students in nine elementary schools and two middle schools. After graduating from middle school, students arrive prepared at the Mountain View-Los Altos Union High School District; one of the best in the state.

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

Within MVWSD, there is a culture of dedication and commitment to serving the students at all levels. The community is open and embraces the students, staff, and District. All stakeholders are willing to do what is required to improve students' learning experiences and outcomes. Our Profile of a Graduate seeks to capture what we want for our students as learners and citizens. The competencies and attributes are the center of our work and drive our teaching and learning experiences, community partnerships, and the key components of our strategic plan.

Community partnerships provide a wide range of support and enrichment for student learning including opportunities for after-school activities and field trips. A large percentage of parents are also engaged in supporting schools as volunteers, committee members, decision makers, and advocates for their children.

Principal's Message

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

The Dual Immersion Program brings Spanish-speaking and English-speaking students and families together, creating a bilingual and bicultural educational experience. This choice program of the Mountain View Whisman School District is dedicated to promoting fluency, literacy and academic excellence in both Spanish and English.

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

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

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

School Attendance

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

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

School Enrollment (School Year 2018-19)

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

Enrollment Trend by Grade Level			
	2016-17	2017-18	2018-19
K	77	74	69
1st	78	74	67
2nd	69	77	68
3rd	62	59	72
4th	53	56	52
5th	55	49	45
Total	394	389	373

Enrollment by Student Group	
2018-19	
	Percentage
Black or African American	0.8
American Indian or Alaska Native	0.3
Asian	3.5
Hispanic or Latino	59.5
White	25.5
Two or More Races	10.5
EL Students	39.4
Socioeconomically Disadvantaged	45.3
Students with Disabilities	4.3
Homeless	1.3

Conditions of Learning

State Priority: Basic

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

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

Teacher Assignment

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

Teacher Credential Status				
	School			District
	17-18	18-19	19-20	19-20
Fully Credentialed	19	19	19	280
Without Full Credentials	0	0	0	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

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

Misassignments/Vacancies			
	17-18	18-19	19-20
Misassignments of Teachers of English Learners	1	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	**1**	**0**	**0**
Vacant Teacher Positions	0	0	0

School Facilities (School Year 2019-20)

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

Cleaning Process

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

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

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

Maintenance & Repair

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

The District's maintenance department inspects facilities and operating systems at the school. A formal inspection report is prepared annually in accordance with Education Code §17592.72(c)(1). The Mountain View Whisman School District uses the Facilities Inspection Tool developed by the California Office of Public School Construction to assess current conditions of the campus and identify facilities improvement needs.

The chart shows the results of the most recent school facilities inspection (as of September 2019). While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

School Facility Conditions

Date of Last Inspection: 07/09/2019

Overall Summary of School Facility Conditions: Good

Data Collected: September, 2019

Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/ HVAC, Sewer)	X			No deficiencies observed.
Interior		X		CR 6: BUBBLING WALL PAPER - POOR WORKMANSHIP. NURSES ROOM: CEILING TILES. CR 12: PAINT IS PEELING ON DOOR. CR 14: PAINT ON STORAGE DOOR IS PEELING.
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			STAFF LOUNGE: CHAIRS AND FURNITURE NEED TO BE CLEANED. CR 19: WINDOW IS DIRTY. STAFF LOUNGE: RAT ISSUE IN ATTIC. ADMIN OFFICES, NURSES ROOM: RATS.
Electrical	X			No deficiencies observed.
Restrooms/Fountains	X			CR 2: W/O RESTROOM SIGN ON GROUND. CR 3: W/O SOAP DISPENSER ON GROUND. CR 16: DRINKING FOUNTAIN HAS LOW PRESSURE. KITCHEN: LEAK HOT WATER HANDLE SINK FAR RIGHT.
Safety (Fire Safety, Hazardous Materials)	X			No deficiencies observed.
Structural (Structural Damage, Roofs)	X			No deficiencies observed.
External (Grounds, Windows, Doors, Gates, Fences)	X			CR 19: GIRLS BATHROOM SCREEN IS BROKEN. NURSES ROOM: WINDOW LEAK.

Instructional Materials (School Year 2019-20)

The school district held a public hearing on September 19, 2019, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of *Williams vs. the State of California*. All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home.

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

The table displays information collected in September 2019 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

District-Adopted Textbooks					
Data Collected: September, 2019					
Grade Levels	**Subject**	**Publisher**	**Adoption Year**	**From Most Recent Adoption**	**% Lacking**
TK-5	English/Language Arts	Benchmark Education Company	2016	Yes	0.0%
TK-5	History/Social Studies	Scott Foresman	2006	Yes	0.0%
TK-5	Mathematics	Eureka Math	2015	Yes	0.0%
TK-5	Science	FOSS	2007	Yes	0.0%

Pupil Outcomes

State Priority: Pupil Achievement

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

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

California Assessment of Student Performance and Progress

The California Assessment of Student Performance and Progress (CAASPP) include computer-based and paper-pencil assessments. The computer-based assessments are the Smarter Balanced English Language Arts/Literacy (ELA) and Mathematics tests, administered to grades three through eight and eleven. There is also an optional Standards-based Test in Spanish (STS) for Reading/Language Arts (RLA).

A new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS) has been developed. The California Standards Test and California Modified Assessment for Science are no longer administered. The new California Science Test (CAST) was piloted in spring 2017, field tested during the 2017–18 school year, and is now administered operationally. CAST results are not available for the current reporting period.

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

This table displays the percent of students who met or exceeded state standards in English Language Arts/Literacy (grades 3-8 and 11) and Math (grades 3-8 and 11).

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

The following table displays information on student achievement by student groups for the school in ELA and Mathematics with all grades combined (grades three through eight and eleven).

California Assessment of Student Performance and Progress									
		English-Language Arts				Mathematics			
Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded CA Standard	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded CA Standard
All Students	166	158	95.18	4.82	74.05	158	95.18	4.82	67.09
Male	73	70	95.89	4.11	64.29	70	95.89	4.11	62.86
Female	93	88	94.62	5.38	81.82	88	94.62	5.38	70.45
Hispanic or Latino	99	96	96.97	3.03	60.42	96	96.97	3.03	50.00
White	43	38	88.37	11.63	94.74	38	88.37	11.63	94.74
Two or More Races	18	18	100.00	0.00	94.44	18	100.00	0.00	88.89
Socioeconomically Disadvantaged	75	74	98.67	1.33	48.65	74	98.67	1.33	35.14
English Learners	78	77	98.72	1.28	57.14	77	98.72	1.28	46.75
Students with Disabilities	18	12	80.00	20.00	58.33	12	80.00	20.00	50.00

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the California Alternate Assessment. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject area of physical education

Physical Fitness (School Year 2018-19)

In the spring of each year, the school is required by the state to administer a physical fitness test to students in fifth grade. The Physical Fitness Test measures each student's ability to perform fitness tasks in six major areas. Students who meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "Healthy Fitness Zone" (HFZ).

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

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

Engagement

State Priority: Parental Involvement

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

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

Parent Involvement (School Year 2019-20)

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).

State Priority: School Climate

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

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

Discipline & Climate for Learning

Students at Mistral Elementary School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. Parents and students are informed of school rules and discipline policies at Back-To-School Night at the start of the school year. Throughout the year behavior and discipline policies are reviewed in school newsletters, parent emails, Open House, and classroom discussions. All the schools in our district have initiated positive school climate procedures that include specific anti-bullying activities. The Student Study Team, comprised of the principal, school psychologist, specialists, parents, and classroom teacher, help guide students toward academic achievement and social-emotional learning. The Guided Coalition leadership team studies disciplinary, social-emotional, and academic trends and guides decision-making schoolwide.

Suspensions & Expulsions

The table displays the suspension and expulsion rates for the past three years.

Suspensions & Expulsions						
	Suspensions			Expulsions		
	16-17	17-18	18-19	16-17	17-18	18-19
School	1.5	0.5	1.8	0.0	0.0	0.0
District	1.7	1.0	1.3	0.0	0.0	0.0
State	3.6	3.5	3.5	0.1	0.1	0.1

Safe School Plan (School Year 2019-20)

The safety of students and staff is a primary concern of Mistral Elementary School. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan is reviewed and updated annually. The plan was most recently updated and reviewed in March 2019.

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

Other SARC Information

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

School Leadership

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

Leadership opportunities at Mistral Elementary School include a Site Leadership Team, School Site Council (SSC), English Learner Advisory Committee (ELAC) and Guided Coalition Leadership Team, comprised of certificated and classified staff, the principal, the instructional coach. The Guided Coalition liaises with specialists to inform decision-making to promote high academic achievement and social-emotional competence.

Class Size

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

Class Size Distribution												
				Classrooms Containing:								
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	17	18	19	17	18	19	17	18	19	17	18	19
By Grade Level												
K	26	25	23	-	-	-	3	3	3	-	-	-
1	26	25	22	-	-	-	3	3	3	-	-	-
2	23	26	23	-	-	-	3	3	3	-	-	-
3	21	20	24	2	3	-	1	-	3	-	-	-
4	27	28	26	-	-	-	2	2	2	-	-	-
5	28	25	23	-	-	-	2	2	2	-	-	-
Other	7	-	-	1	-	-	-	-	-	-	-	-

Counseling & Support Staff (School Year 2018-19)

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 achievement problems, difficulty coping with personal and family problems, trouble with decision-making, or handling peer pressure.

Community Health Awareness Council (CHAC) provides individual and group counseling on campus for students in need. Students can be referred by either a teacher or parent. Parental permission is required before a child can meet with the CHAC personnel.

The school does not have an academic counselor. The table lists the support service personnel available at Mistral Elementary School.

Counseling & Support Services Staff		
	Number of Staff	**Full Time Equivalent**
Nurse	1	As Needed
Occupational Therapist	1	As Needed
Psychologist	1	As Needed
Community Engagement Facilitator	1	1.0
Instructional Coach – CERT	1	1.0
Library Technician	1	0.5
Resource Specialist Program (RSP) Teacher	1	0.2
Response to Instruction Teacher (CERT)	2	2.0
At-Risk Intervention Supervisor	1	0.62
Instructional Aides	1	0.75

Note: One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

GATE

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

Mistral Elementary School offers an enrichment program for students in grades three through five. The Summit Club is supported by District funds designated for after-school enrichment. Additionally, family donations support a robust offering of engaging after-school activities.

English Language Learners

To ensure English Learner (EL) academic success and simultaneously develop proficiency in advanced English, students receive targeted English instruction through Integrated English Language Arts and Designated English Language Development (ELD) lessons. All teachers are trained in the Sheltered Instruction Observation Protocol (SIOP) and provide integrated English Language Development opportunities throughout the school day.

The school provides three protected periods per week for English Language Development (ELD) for English Learners and Spanish Language Development (SLD) for Spanish Learners. Students are grouped by ELPAC proficiency levels. Additionally, translanguaging strategies are taught to ensure that students build their metalinguistic awareness and acquire language more efficiently and effectively. These strategies help students build and access rich language repertoires and learn how to use them.

Individualized Instruction

Special Education students receive support from a Resource Specialist Teacher and/or Aide, a psychologist, and/or other specialists as determined by their Individualized Education Plan (IEP). Teachers and assistants work with the special education students on a pull-out basis as well as within their classrooms.

Staff Development

All training and professional development at Mountain View Whisman School District revolve around providing the best education and comprehensive support for all students. The district sponsors six full staff development days annually where teachers and support staff are offered a broad-based variety of professional growth opportunities to enhance their teaching and support practices. As part of the growth process, additional opportunities for training and staff development are provided at both the district and individual school sites to both certificated and classified staff throughout the school year as well as during non-contracted times. Teaching skills are built and educational concepts developed by staff participating in many conferences and workshops throughout the year, and then sharing their experiences and knowledge with district colleagues. Staff members are encouraged to attend district sponsored training and professional development programs.

Topics for continuous development and learning available to staff during the 2019-20 school year include:

General Education

- Sheltered Instruction Observation Protocol (SIOP) Strategies
- Middle School Science - Anchor Phenomena
- Benchmark Advance English-Language Arts (ELA) Curriculum Training
- Next Generation Science Standards (NGSS) Training for Elementary STEAM teachers
- English Language Development (ELD)
- Eureka Math for new teachers

• Eureka Math pacing and planning
• Differentiation Strategies Overview
• Differentiation for high performers
• Differentiation - Building systems and strategies to support all learners
• Differentiation for struggling students
• Middle School Social Studies Curriculum and Materials training
• i-Ready Overview
• i-Ready Instruction for Middle School Response to Instruction (RTI) teachers
• TechSmart Coding Training
• Teaching the whole child

Special Education

• Behavioral Technician Protocols - Expectations, Assignments, and Data Monitoring
• Desired Results Developmental Profile
• Goalbook Pathways
• Individual Education Plans (IEP)
• Move Training
• Social Skills Development
• Special Education Services Referral Protocol
• Star training
• Common Core Connectors Relation to Adopted Curriculum

Classified Staff

• Child Nutrition Equipment and Procedures
• Expectations and Responsibilities for Instructional Assistants

Instructional Coaches

• Eureka Math
• SIOP/ELD
• Differentiation

The table displays the number of full days that a professional development opportunity was available. Many professional development opportunities are offered during portions of other days. Not all staff will attend each professional development opportunity. Different opportunities are offered to staff throughout the year based on job description and duties of individual sites and departments.

Professional Development			
	17-18	18-19	19-20
Number of school days dedicated to Staff Development and Continuous Improvement	6	6	6

Curriculum Development

All curriculum development at Mistral Elementary School revolves around the California Common Core Standards. Teachers align classroom curriculum to ensure that all students either meet or exceed state proficiency levels. Faculty, subcommittees, the School Site Council, ELAC, and the principal evaluate Mistral Elementary School's curriculum continuously using assessment data, district benchmarks, and pacing guides. All students have access to the core curriculum.

Mistral Elementary provides dedicated time twice weekly for intervention and enrichment through the school's Response to Instruction program. The District provides two additional STEAM teachers to support this initiative. Student progress is monitored through ongoing assessment and is conveyed to parents on report cards and via i-Ready benchmark reports. Group assessment data is shared with the staff to both support students and help determine school needs and focus. The principal and individual staff members also discuss students' assessment data as needed and appropriate.

Extracurricular & Enrichment Activities

Students are encouraged to participate in the school's additional academic and extracurricular activities, which are an integral part of the educational program. Mistral Elementary School's PTA sponsors a range of activities on a donation basis, but all students who sign up are included if paid enrollments are sufficient to cover the instructors' fees. The PTA works to assure that every class that is advertised is offered, and raises funds to cover unmet costs. A sample of what Mistral Elementary School offers its students:

• Pre-engineering with Legos
• Engineering with Legos
• Art Club
• Yoga
• Scratch Programming
• Imagineerz
• Creative Math
• Mad Science
• Robotics with Legos
• Theater
• Folkloric dance
• Soccer
• Chess
• Cooking Around the World
• Zumba

Recognition Programs

It is Mistral Elementary School's goal to recognize students for their good work and to reinforce those behaviors which contribute to a positive learning community. Mistral Elementary School recognizes students within their classrooms as well as at school and District events. Student Recognition Assemblies are held each trimester. The Mistral faculty regularly recognizes students with the Premio Quetzal [Quetzal Prize] for being models in behavior and academics.

Computer Resources

The use of technology in the classroom supports and integrates the subject matter curriculum. All classrooms are wired for Internet access. The most widely used technology programs are Xtra Math, Khan Academy, and Zearn for mathematics practice and Reading A-Z for Spanish and i-Ready for ELA practice. Each classroom has access to technology devices in the classroom.

- Kinder: Three classrooms share two Chromebooks carts
- 1st to 5th Grade: A Chromebook cart in each classroom
- 6 iPads for the Summit program
- Some classrooms have iPads and Apple pencils to use when teaching

Library Information

Mistral Elementary School's shared library, staffed by a part-time library technician, is stocked with more than 14,000 books in English and Spanish that are available for students and parents to check out. Students visit the library once a week with their class. The library also contains computers for student use. Parent volunteers collect, organize, and maintain a separate book room with hundreds of titles for teachers to use for reading lessons in English and Spanish.

Additional Internet Access/Public Libraries

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

District Revenue Sources (Fiscal Year 2018-19)

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

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

Expenditures & Services Funded (Fiscal Year 2017-18)

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

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

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	$6,641
From Supplemental/Restricted Sources	$557
From Basic/Unrestricted Sources	$6,084
District	
From Basic/Unrestricted Sources	$4,531
Percentage of Variation between School & District	34.3%
State	
From Basic/Unrestricted Sources	$7,507
Percentage of Variation between School & State	-19.0%

Average Teacher & Administrative Salaries (Fiscal Year 2017-18)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the California Department of Education's website *www.cde.ca.gov.*

Average Salary Information Teachers - Principal - Superintendent 2017-18		
	District	State
Beginning Teachers	$60,933	$49,378
Mid-Range Teachers	$89,107	$77,190
Highest Teachers	$109,243	$96,607
Elementary School Principals	$136,148	$112,074
Middle School Principals	$144,020	$126,560
High School Principals	-	$126,920
Superintendent	$234,740	$189,346
Salaries as a Percentage of Total Budget		
Teacher Salaries	34.0%	36.0%
Administrative Salaries	7.0%	6.0%

School Site Teacher Salaries (Fiscal Year 2017-18)

State law requires comparative salary and budget information to be reported to the general public. The table illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state.

Average Teacher Salaries	
School & District	
School	$80,006
District	$82,977
Percentage of Variation	-3.6%
School & State	
All Elementary School Districts	$77,619
Percentage of Variation	3.1%

Mountain View Whisman School District

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

Monta Loma Elementary School

460 Thompson Avenue • Mountain View, CA 94043 • (650) 903-6915
Serving Grades Kindergarten through Five • CDS: 43-69591-6049480
Gloria Higgins, Principal
ghiggins@mvwsd.org
http://montaloma.mvwsd.org/

2018-19 School Accountability Report Card

Published in 2019-20 School Year

District Mission Statement

We inspire, prepare and empower every student.

District Vision Statement

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

District Goals

- Student Achievement: Every student will be prepared for high school and 21st Century citizenship.
- Inclusive and Supportive Culture: All will feel valued and supported while working, learning, and partnering.
- Achievement Gap: Achievement gaps will be eliminated for all student groups in all areas.
- Human Capital: MVWSD will invest in teachers, leaders, and staff to ensure we are the place talented educators choose to work.
- Resource Stewardship: Stakeholders will have access to resources in a fiscally responsible manner.

District Administration

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

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

Board of Education

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

SARC Information

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at *http://www.cde.ca.gov/ta/ac/sa/.*
- For more information about the LCFF or LCAP, see the CDE LCFF Webpage at *http://www.cde.ca.gov/fg/aa/lc/.*
- For additional information about the school, parents and community members should contact the school principal or the district office.
- To view our SARC online, please visit our website or scan the QR code to the right.

POINT YOUR PHONE

CAMERA HERE

DataQuest

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

Community & School Profile (School Year 2019-20)

Mountain View Whisman School District (MVWSD) is located in Mountain View, California, a suburban community of over 77,000 approximately 35 miles south of San Francisco. The award-winning district serves a diverse student population in preschool through eighth grade representing a wide range of ethnicities, languages, cultures, and economic status. The district serves more than 5,000 students in nine elementary schools and two middle schools. After graduating from middle school, students arrive prepared at the Mountain View-Los Altos Union High School District; one of the best in the state.

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

Within MVWSD, there is a culture of dedication and commitment to serving the students at all levels. The community is open and embraces the students, staff, and District. All stakeholders are willing to do what is required to improve students' learning experiences and outcomes. Our Profile of a Graduate seeks to capture what we want for our students as learners and citizens. The competencies and attributes are the center of our work and drive our teaching and learning experiences, community partnerships, and the key components of our strategic plan.

Community partnerships provide a wide range of support and enrichment for student learning including opportunities for after-school activities and field trips. A large percentage of parents are also engaged in supporting schools as volunteers, committee members, decision makers, and advocates for their children.

Principal's Message

A 2020 California Distinguished School, Monta Loma Elementary is committed to challenging students to reach their academic and social potential to prepare them for success in the world ahead. We provide opportunities for children to develop a positive attitude toward school and learning. Teachers challenge students to think critically, solve problems, communicate effectively, and collaborate with peers. Our teachers participate in professional development and collaborate with each other to continually improve instructional practice, plan engaging lessons, and provide differentiation for all learners.

At Monta Loma, our staff, students, and families work together in order to provide a safe and caring environment for all students based on our core values of Respect, Responsibility, Courage, Compassion, and Hard Work. Our core values are the heart of our school climate and are what guides our behavior and actions in each and every classroom. Students are recognized for demonstrating our core values throughout the year with weekly Leopard Spot Winners and monthly Leopard Leader Awards.

Families are a critical component of successful students and we warmly welcome them to participate in their child's educational experience. We emphasize parent engagement through a variety of community building events, parent education, and opportunities for parents to contribute to the greater school community. Our goal is for all families to participate in some manner in their child's education during the course of the year, with a target of attending 5 events per family per year. Participation may include volunteering at events or in the classroom, attending PTA, ELAC, Site Council, or other school meetings, and much more.

School Attendance

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

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

School Enrollment (School Year 2018-19)

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

Enrollment Trend by Grade Level			
	2016-17	2017-18	2018-19
K	75	63	69
1st	92	69	69
2nd	71	87	70
3rd	71	68	83
4th	83	76	64
5th	71	85	70
Total	463	448	425

Enrollment by Student Group	
2018-19	
	Percentage
Black or African American	3.5
Asian	8.7
Filipino	4.9
Hispanic or Latino	39.8
Native Hawaiian or Pacific Islander	1.4
White	30.4
Two or More Races	11.3
EL Students	23.1
Socioeconomically Disadvantaged	39.1
Students with Disabilities	9.2
Homeless	1.6

Conditions of Learning

State Priority: Basic

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

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

Teacher Assignment

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

Teacher Credential Status				
	School			District
	17-18	18-19	19-20	19-20
Fully Credentialed	23	22	18	280
Without Full Credentials	0	0	0	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

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

Misassignments/Vacancies			
	17-18	18-19	19-20
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	**0**	**0**	**0**
Vacant Teacher Positions	0	0	0

School Facilities (School Year 2019-20)

Monta Loma Elementary sits on 10.28 acres and has 27 permanent rooms. It also has a multi-use room, library, two playgrounds, and front office space with a staff room.

Cleaning Process

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

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

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

Maintenance & Repair

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

The District's maintenance department inspects facilities and operating systems at the school. A formal inspection report is prepared annually in accordance with Education Code §17592.72(c)(1). The Mountain View Whisman School District uses the Facilities Inspection Tool developed by the California Office of Public School Construction to assess current conditions of the campus and identify facilities improvement needs.

The chart shows the results of the most recent school facilities inspection (as of September 2019). While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

School Facility Conditions

Date of Last Inspection: 07/10/2019

Overall Summary of School Facility Conditions: Good

Data Collected: September, 2019

Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			BOYS RESTROOM BY ROOM 6: YELLOW WATER. CR 16: WATER CAME OUT YELLOW.
Interior	X			No deficiencies observed.
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			CR 7: CARPET STAINED. CR 24: CARPET STAINS. EXTERIOR DRINKING FOUNTAIN BY RM 5: DRINKING FOUNTAIN IS DIRTY. STAFF LOUNGE: STAINED FLOORS.
Electrical	X			COMMUNITY ROOM: LIGHT BULB OUT, 1ST LEFT LIGHT UNIT. CR 10: SOME LIGHTS DON'T TURN ON.
Restrooms/Fountains	X			CR 20: WATER FOUNTAIN BARELY HAS WATER COMING OUT.
Safety (Fire Safety, Hazardous Materials)	X			No deficiencies observed.
Structural (Structural Damage, Roofs)	X			ADMIN OFFICE: NURSES OFFICE WALL NEEDS PAINT TOUCH UP.
External (Grounds, Windows, Doors, Gates, Fences)	X			CR 18: DOOR NEEDS ADJUSTMENT. CR 17: INSIDE LOCK IS LOOSE.

Instructional Materials (School Year 2019-20)

The school district held a public hearing on September 19, 2019, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of *Williams vs. the State of California*. All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home.

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

The table displays information collected in September 2019 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

District-Adopted Textbooks					
Data Collected: September, 2019					
Grade Levels	**Subject**	**Publisher**	**Adoption Year**	**From Most Recent Adoption**	**% Lacking**
TK-5	English/Language Arts	Benchmark Education Company	2016	Yes	0.0%
TK-5	History/Social Studies	Scott Foresman	2006	Yes	0.0%
TK-5	Mathematics	Eureka Math	2015	Yes	0.0%
TK-5	Science	FOSS	2007	Yes	0.0%

Pupil Outcomes

State Priority: Pupil Achievement

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

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

California Assessment of Student Performance and Progress

The California Assessment of Student Performance and Progress (CAASPP) include computer-based and paper-pencil assessments. The computer-based assessments are the Smarter Balanced English Language Arts/Literacy (ELA) and Mathematics tests, administered to grades three through eight and eleven. There is also an optional Standards-based Test in Spanish (STS) for Reading/Language Arts (RLA).

A new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS) has been developed. The California Standards Test and California Modified Assessment for Science are no longer administered. The new California Science Test (CAST) was piloted in spring 2017, field tested during the 2017–18 school year, and is now administered operationally. CAST results are not available for the current reporting period.

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

This table displays the percent of students who met or exceeded state standards in English Language Arts/Literacy (grades 3-8 and 11) and Math (grades 3-8 and 11).

California Assessment of Student Performance and Progress									
Percent of Students Meeting or Exceeding the State Standards									
Subject	**School**			**District**			**State**		
	2017	2018	2019	2017	2018	2019	2017	2018	2019
English Language Arts/Literacy (Grades 3-8 and 11)	50	62	57	66	68	71	48	50	50
Mathematics (Grades 3-8 and 11)	44	51	47	62	64	64	36	38	39
Science (Grades 5, 8, and 10)	--	--	--	--	--	--	--	--	--

The following table displays information on student achievement by student groups for the school in ELA and Mathematics with all grades combined (grades three through eight and eleven).

California Assessment of Student Performance and Progress									
		English-Language Arts				Mathematics			
Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded CA Standard	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded CA Standard
All Students	212	209	98.58	1.42	56.94	209	98.58	1.42	46.89
Male	109	106	97.25	2.75	57.55	106	97.25	2.75	44.34
Female	103	103	100.00	0.00	56.31	103	100.00	0.00	49.51
Asian	12	12	100.00	0.00	66.67	12	100.00	0.00	83.33
Filipino	12	13	100.00	0.00	53.85	13	100.00	0.00	53.85
Hispanic or Latino	100	99	99.00	1.00	45.45	99	99.00	1.00	26.26
White	59	58	98.31	1.69	81.03	58	98.31	1.69	70.69
Two or More Races	19	18	94.74	5.26	55.56	18	94.74	5.26	61.11
Socioeconomically Disadvantaged	99	98	98.99	1.01	37.76	98	98.99	1.01	24.49
English Learners	78	77	98.72	1.28	35.06	77	98.72	1.28	27.27
Students with Disabilities	33	31	93.94	6.06	32.26	31	93.94	6.06	12.90

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the California Alternate Assessment. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject area of physical education

Physical Fitness (School Year 2018-19)

In the spring of each year, the school is required by the state to administer a physical fitness test to students in fifth grade. The Physical Fitness Test measures each student's ability to perform fitness tasks in six major areas. Students who meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "Healthy Fitness Zone" (HFZ).

Percentage of Students in Healthy Fitness Zone 2018-19			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	30.4%	14.5%	10.1%

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

Engagement

State Priority: Parental Involvement

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

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

Parent Involvement (School Year 2019-20)

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.

State Priority: School Climate

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

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

Discipline & Climate for Learning

Students at Monta Loma Elementary School are expected to behave in a manner that demonstrates our core values of Respect, Responsibility, Courage, Compassion, and Hard Work. School and classroom rules are all guided by these values. Parents and students are informed of school rules and discipline policies through the parent handbook, which is available in English and Spanish.

Monta Loma Elementary School implements Responsive Classroom practices as part of our positive campus climate plan, with an emphasis on classroom meetings, interactive modeling, logical consequences, and positive teacher language. Our goal is to create positive and safe classroom climates where students can take risks, self-reflect, and self-advocate.

Suspensions & Expulsions

The table displays the suspension and expulsion rates for the past three years.

Suspensions & Expulsions						
	Suspensions			Expulsions		
	16-17	17-18	18-19	16-17	17-18	18-19
School	1.4	1.0	0.9	0.0	0.0	0.0
District	1.7	1.0	1.3	0.0	0.0	0.0
State	3.6	3.5	3.5	0.1	0.1	0.1

Safe School Plan (School Year 2019-20)

The safety of students and staff is a primary concern of Monta Loma Elementary School. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan is reviewed and updated annually by the School Site Council, parents, and faculty. The plan was most recently updated and reviewed in March 2019.

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

Other SARC Information

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

School Leadership

Leadership at Monta Loma Elementary School is a responsibility shared among district administration, the principal, faculty, staff, students, and parents.

Staff leadership opportunities at Monta Loma Elementary School include the Leadership Team, District Committees, ELAC, and School Site Council representatives. Staff also engages in leading programs and informative events for families.

Class Size

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

Class Size Distribution												
				Classrooms Containing:								
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	17	18	19	17	18	19	17	18	19	17	18	19
By Grade Level												
K	25	21	23	-	2	-	3	1	3	-	-	-
1	23	23	23	-	-	-	4	3	3	-	-	-
2	24	22	23	-	1	-	3	3	3	-	-	-
3	24	23	28	-	-	-	3	3	3	-	-	-
4	28	25	21	-	-	-	3	3	3	-	-	-
5	24	28	27	-	-	-	3	3	3	-	-	-
Other	22	-	-	-	-	-	1	-	-	-	-	-

Counseling & Support Staff (School Year 2018-19)

It is the goal of Monta Loma Elementary School to assist students in their social and personal development as well as academics. Social Emotional Learning is integrated into the day for all students. The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision-making, or handling peer pressure. The Community Health Awareness Council (CHAC) provides four counselors to assist students with their emotional needs. We also work with Uplift Services on a case by case basis.

The school does not have an academic counselor. The table lists the support service personnel available to students at Monta Loma Elementary School.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Nurse	1	As Needed
Occupational Therapist	1	As Needed
Psychologist	1	As Needed
Community Engagement Facilitator	1	1.0
Instructional Coach – CERT	1	1.0
Library Technician	1	0.88
Resource Specialist Program (RSP) Teacher	1	1.0
At-Risk Intervention Supervisor	1	1.0
Instructional Aides	9	5.78
Response to Instruction Teacher (CERT)	2	1.0
Speech/Language Specialist	1	1.0

Note: One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

GATE

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

Individualized Instruction

Special Education students receive support from a Resource Specialist Teacher and/or Aide, a psychologist, and/or other specialists as determined by their Individualized Education Plan (IEP).

English Language Learners

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

Staff Development

All training and professional development at Mountain View Whisman School District revolve around providing the best education and comprehensive support for all students. The district sponsors six full staff development days annually where teachers and support staff are offered a broad-based variety of professional growth opportunities to enhance their teaching and support practices. As part of the growth process, additional opportunities for training and staff development are provided at both the district and individual school sites to both certificated and classified staff throughout the school year as well as during non-contracted times. Teaching skills are built and educational concepts developed by staff participating in many conferences and workshops throughout the year, and then sharing their experiences and knowledge with district colleagues. Staff members are encouraged to attend district sponsored training and professional development programs.

Topics for continuous development and learning available to staff during the 2019-20 school year include:

General Education

- Sheltered Instruction Observation Protocol (SIOP) Strategies
- Middle School Science - Anchor Phenomena
- Benchmark Advance English-Language Arts (ELA) Curriculum Training
- Next Generation Science Standards (NGSS) Training for Elementary STEAM teachers
- English Language Development (ELD)
- Eureka Math for new teachers
- Eureka Math pacing and planning
- Differentiation Strategies Overview
- Differentiation for high performers
- Differentiation - Building systems and strategies to support all learners
- Differentiation for struggling students
- Middle School Social Studies Curriculum and Materials training

• i-Ready Overview
• i-Ready Instruction for Middle School Response to Instruction (RTI) teachers
• TechSmart Coding Training
• Teaching the whole child

Special Education

• Behavioral Technician Protocols - Expectations, Assignments, and Data Monitoring
• Desired Results Developmental Profile
• Goalbook Pathways
• Individual Education Plans (IEP)
• Move Training
• Social Skills Development
• Special Education Services Referral Protocol
• Star training
• Common Core Connectors Relation to Adopted Curriculum

Classified Staff

• Child Nutrition Equipment and Procedures
• Expectations and Responsibilities for Instructional Assistants

Instructional Coaches

• Eureka Math
• SIOP/ELD
• Differentiation

The table displays the number of full days that a professional development opportunity was available. Many professional development opportunities are offered during portions of other days. Not all staff will attend each professional development opportunity. Different opportunities are offered to staff throughout the year based on job description and duties of individual sites and departments.

Professional Development			
	17-18	18-19	19-20
Number of school days dedicated to Staff Development and Continuous Improvement	6	6	6

Curriculum Development

All curriculum development at Monta Loma Elementary School revolves around the California Common Core Standards and Frameworks. Teachers align classroom curriculum to ensure that all students either meet or exceed state proficiency levels. Faculty, subcommittees, the School Site Council, Parent Focus Groups, English Learner Advisory Committee (ELAC), and the principal evaluate the school's curriculum continuously using assessment data, district benchmarks, and pacing guides. All students have access to the core curriculum.

Monta Loma Elementary School provides dedicated time each day for intervention and enrichment through the school's Response to Instruction program. The District provides an additional teacher to support this initiative. Student progress is monitored through ongoing assessment and is conveyed to parents on report cards. Group assessment data is shared with the staff to both support students and help determine school needs and focus. The principal and individual staff members also discuss student's assessment data as needed and appropriate.

Extracurricular & Enrichment Activities

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

• After-school Art Program
• Beyond the Bell
• Chess Club
• Chorus
• Classroom Enrichment
• Coding
• Drama
• Garden Club
• Learning Labs
• Lego Robotics Club
• Living Classroom
• Student Council
• Sports, including, soccer, basketball, and yoga
• Talent Show

Recognition Programs

It is Monta Loma Elementary School's goal to recognize students for exemplifying the core values of Respect, Responsibility, Courage, Compassion, and Hard Work. Students who are "spotted" demonstrating a core value are given "Leopard Spots" that can be used in the student store. Additionally, each month two students from each classroom are recognized at our Monday Launch for exemplifying the core value of the month. Every trimester one student per grade level is recognized as a Leopard Hero or Heroine for demonstrating all five values consistently.

Computer Resources

Classrooms are equipped with computers for every student. Students in each classroom have 1-to-1 access to Chromebooks. Many educational software programs and tools are integrated into our curriculum, including: KidPix, Edutyping, Zearn, IXL, Google Docs, i-Ready, Lexia, and Newsela, among others.

Library Information

Monta Loma Elementary School's library, staffed by a part-time library technician, is stocked with more than 10,000 books that are available for students to check out. Students visit the library weekly with their class and can access the library during recess.

Additional Internet Access/Public Libraries

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

District Revenue Sources (Fiscal Year 2018-19)

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

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

Expenditures & Services Funded (Fiscal Year 2017-18)

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

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

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	$6,375
From Supplemental/Restricted Sources	$689
From Basic/Unrestricted Sources	$5,686
District	
From Basic/Unrestricted Sources	$4,531
Percentage of Variation between School & District	25.5%
State	
From Basic/Unrestricted Sources	$7,507
Percentage of Variation between School & State	-24.3%

Average Teacher & Administrative Salaries (Fiscal Year 2017-18)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the California Department of Education's website *www.cde.ca.gov.*

Average Salary Information Teachers - Principal - Superintendent 2017-18		
	District	State
Beginning Teachers	$60,933	$49,378
Mid-Range Teachers	$89,107	$77,190
Highest Teachers	$109,243	$96,607
Elementary School Principals	$136,148	$112,074
Middle School Principals	$144,020	$126,560
High School Principals	-	$126,920
Superintendent	$234,740	$189,346
Salaries as a Percentage of Total Budget		
Teacher Salaries	34.0%	36.0%
Administrative Salaries	7.0%	6.0%

School Site Teacher Salaries (Fiscal Year 2017-18)

State law requires comparative salary and budget information to be reported to the general public. The table illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state.

Average Teacher Salaries	
School & District	
School	$79,767
District	$82,977
Percentage of Variation	-3.9%
School & State	
All Elementary School Districts	$77,619
Percentage of Variation	2.8%

Mountain View Whisman School District

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Stevenson Elementary School

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Serving Grades Kindergarten through Five • CDS: 43-69591-6049464
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2018-19 School Accountability Report Card

Published in 2019-20 School Year

District Mission Statement

We inspire, prepare and empower every student.

District Vision Statement

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

District Goals

- Student Achievement: Every student will be prepared for high school and 21st Century citizenship.
- Inclusive and Supportive Culture: All will feel valued and supported while working, learning, and partnering.
- Achievement Gap: Achievement gaps will be eliminated for all student groups in all areas.
- Human Capital: MVWSD will invest in teachers, leaders, and staff to ensure we are the place talented educators choose to work.
- Resource Stewardship: Stakeholders will have access to resources in a fiscally responsible manner.

District Administration

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

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

Board of Education

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

SARC Information

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at *http://www.cde.ca.gov/ta/ac/sa/.*
- For more information about the LCFF or LCAP, see the CDE LCFF Webpage at *http://www.cde.ca.gov/fg/aa/lc/.*
- For additional information about the school, parents and community members should contact the school principal or the district office.
- To view our SARC online, please visit our website or scan the QR code to the right.

POINT YOUR PHONE

CAMERA HERE

DataQuest

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

Community & School Profile (School Year 2019-20)

Mountain View Whisman School District (MVWSD) is located in Mountain View, California, a suburban community of over 77,000 approximately 35 miles south of San Francisco. The award-winning district serves a diverse student population in preschool through eighth grade representing a wide range of ethnicities, languages, cultures, and economic status. The district serves more than 5,000 students in nine elementary schools and two middle schools. After graduating from middle school, students arrive prepared at the Mountain View-Los Altos Union High School District; one of the best in the state.

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

Within MVWSD, there is a culture of dedication and commitment to serving the students at all levels. The community is open and embraces the students, staff, and District. All stakeholders are willing to do what is required to improve students' learning experiences and outcomes. Our Profile of a Graduate seeks to capture what we want for our students as learners and citizens. The competencies and attributes are the center of our work and drive our teaching and learning experiences, community partnerships, and the key components of our strategic plan.

Community partnerships provide a wide range of support and enrichment for student learning including opportunities for after-school activities and field trips. A large percentage of parents are also engaged in supporting schools as volunteers, committee members, decision makers, and advocates for their children.

Principal's Message

Stevenson Elementary School, one of Mountain View's choice schools, is committed to educating the whole child in a collaborative community. A 2020 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. If the students reach a dead end, they are guided to look at the question 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, cooking and Arts Focus. Arts Focus is a multi-grade level program that gives students the opportunity to explore different forms of art. Arts Focus runs for twelve Thursdays during the year and exposes students to stop-motion animation, painting, photography and other art forms.

Much of what we do at our school is achievable thanks to the collaborative community of Stevenson families, faculty and staff. Parents and guardians help the teachers in the classroom, on average, two hours a week and volunteer four hours a month to help run various committees and projects. With adult volunteers in the classroom we are able to have small group rotations that provide our teachers with the flexibility to differentiate instruction for individual student needs. At Stevenson, we value parent/guardian involvement and work with all families to provide a variety of ways to be involved with the school if volunteering in the classrooms is not possible.

School Attendance

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

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

School Enrollment (School Year 2018-19)

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

Enrollment Trend by Grade Level			
	2016-17	2017-18	2018-19
K	74	72	97
1st	72	73	72
2nd	51	71	71
3rd	71	48	72
4th	66	63	56
5th	60	64	59
Total	394	391	427

Enrollment by Student Group	
2018-19	
	Percentage
Black or African American	0.5
Asian	29.5
Filipino	1.2
Hispanic or Latino	11.7
Native Hawaiian or Pacific Islander	0.2
White	40.3
Two or More Races	16.6
EL Students	8.9
Socioeconomically Disadvantaged	5.9
Students with Disabilities	6.6
Homeless	0.2

Conditions of Learning

State Priority: Basic

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

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

Teacher Assignment

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

Teacher Credential Status				
	School			District
	17-18	18-19	19-20	19-20
Fully Credentialed	20	21	21	280
Without Full Credentials	0	0	0	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

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

Misassignments/Vacancies			
	17-18	18-19	19-20
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	**0**	**0**	**0**
Vacant Teacher Positions	0	0	0

School Facilities (School Year 2019-20)

Stevenson Elementary sits on 16.96 acres that is shared with Theuerkauf and the District Office. It has 21 permanent rooms, a multi-use room, a library, two playgrounds, and front office space with a staff room.

Cleaning Process

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

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

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

Maintenance & Repair

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

The District's maintenance department inspects facilities and operating systems at the school. A formal inspection report is prepared annually in accordance with Education Code §17592.72(c)(1). The Mountain View Whisman School District uses the Facilities Inspection Tool developed by the California Office of Public School Construction to assess current conditions of the campus and identify facilities improvement needs.

The chart shows the results of the most recent school facilities inspection (as of September 2019). While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

School Facility Conditions

Date of Last Inspection: 07/12/2019

Overall Summary of School Facility Conditions: Good

Data Collected: September, 2019

Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			No deficiencies observed.
Interior	X			No deficiencies observed.
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			No deficiencies observed.
Electrical	X			CR 21: BACKLIGHT FLICKERS. CR 20: LIGHT VERY DIM IN BATHROOM. CR 18: LIGHTS DIDN'T TURN ON. CR 1: NO LIGHTS.
Restrooms/Fountains	X			CR 16: DRINKING WATER FOUNTAIN OVER SHOOTS.
Safety (Fire Safety, Hazardous Materials)	X			No deficiencies observed.
Structural (Structural Damage, Roofs)	X			CR 1: STAINED ROOF CEILING TILES.
External (Grounds, Windows, Doors, Gates, Fences)	X			No deficiencies observed.

Instructional Materials (School Year 2019-20)

The school district held a public hearing on September 19, 2019, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of *Williams vs. the State of California*. All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home.

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

The table displays information collected in September 2019 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

District-Adopted Textbooks

Data Collected: September, 2019

Grade Levels	Subject	Publisher	Adoption Year	From Most Recent Adoption	% Lacking
TK-5	English/Language Arts	Benchmark Education Company	2016	Yes	0.0%
TK-5	History/Social Studies	Scott Foresman	2006	Yes	0.0%
TK-5	Mathematics	Eureka Math	2015	Yes	0.0%
TK-5	Science	FOSS	2007	Yes	0.0%

Pupil Outcomes

State Priority: Pupil Achievement

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

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

California Assessment of Student Performance and Progress

The California Assessment of Student Performance and Progress (CAASPP) include computer-based and paper-pencil assessments. The computer-based assessments are the Smarter Balanced English Language Arts/Literacy (ELA) and Mathematics tests, administered to grades three through eight and eleven. There is also an optional Standards-based Test in Spanish (STS) for Reading/Language Arts (RLA).

A new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS) has been developed. The California Standards Test and California Modified Assessment for Science are no longer administered. The new California Science Test (CAST) was piloted in spring 2017, field tested during the 2017–18 school year, and is now administered operationally. CAST results are not available for the current reporting period.

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

This table displays the percent of students who met or exceeded state standards in English Language Arts/Literacy (grades 3-8 and 11) and Math (grades 3-8 and 11).

California Assessment of Student Performance and Progress

Percent of Students Meeting or Exceeding the State Standards

Subject	School			District			State		
	2017	2018	2019	2017	2018	2019	2017	2018	2019
English Language Arts/Literacy (Grades 3-8 and 11)	84	89	87	66	68	71	48	50	50
Mathematics (Grades 3-8 and 11)	85	91	88	62	64	64	36	38	39
Science (Grades 5, 8, and 10)	--	--	--	--	--	--	--	--	--

The following table displays information on student achievement by student groups for the school in ELA and Mathematics with all grades combined (grades three through eight and eleven).

California Assessment of Student Performance and Progress

		English-Language Arts				Mathematics			
Student Groups	**Total Enrollment**	**Number Tested**	**Percent Tested**	**Percent Not Tested**	**% Met or Exceeded CA Standard**	**Number Tested**	**Percent Tested**	**Percent Not Tested**	**% Met or Exceeded CA Standard**
All Students	185	185	100.00	0.00	87.03	185	100.00	0.00	87.57
Male	89	89	100.00	0.00	87.64	89	100.00	0.00	89.89
Female	96	96	100.00	0.00	86.46	96	100.00	0.00	85.42
Asian	40	40	100.00	0.00	90.00	40	100.00	0.00	87.50
Hispanic or Latino	29	29	100.00	0.00	82.76	29	100.00	0.00	82.76
White	81	81	100.00	0.00	88.89	81	100.00	0.00	85.19
Two or More Races	34	34	100.00	0.00	85.29	34	100.00	0.00	97.06
Socioeconomically Disadvantaged	13	13	100.00	0.00	61.54	13	100.00	0.00	61.54
English Learners	37	37	100.00	0.00	81.08	37	100.00	0.00	72.97
Students with Disabilities	15	15	100.00	0.00	60.00	15	100.00	0.00	73.33

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the California Alternate Assessment. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject area of physical education

Physical Fitness (School Year 2018-19)

In the spring of each year, the school is required by the state to administer a physical fitness test to students in fifth grade. The Physical Fitness Test measures each student's ability to perform fitness tasks in six major areas. Students who meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "Healthy Fitness Zone" (HFZ).

Percentage of Students in Healthy Fitness Zone 2018-19			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	8.8%	22.8%	43.9%

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

Engagement

State Priority: Parental Involvement

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

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

Parent Involvement (School Year 2019-20)

Stevenson Elementary School greatly benefits from its supportive parents. As a parent participation school, Stevenson Elementary School requests all parents volunteer two hours a week in the classroom and join one of the school's committees. Parents are encouraged to connect with teachers and classroom coordinators to ensure that the needs of the classroom are well aligned with each parents' strength.

State Priority: School Climate

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

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

Discipline & Climate for Learning

Students at Stevenson Elementary School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. Stevenson concentrates on a responsive classroom discipline model, relying heavily on community building. Teachers and students collaborate to create a list of classroom and school site rules. Teachers then model the rules to further guide student behavior.

Parents and students are informed of school rules and discipline policies through e-mail, parent training, parent orientation, weekly newsletters, in-class postings, and class/parent meetings.

Suspensions & Expulsions

The table displays the suspension and expulsion rates for the past three years.

Suspensions & Expulsions						
	Suspensions			Expulsions		
	16-17	17-18	18-19	16-17	17-18	18-19
School	0.0	0.0	0.0	0.0	0.0	0.0
District	1.7	1.0	1.3	0.0	0.0	0.0
State	3.6	3.5	3.5	0.1	0.1	0.1

Safe School Plan (School Year 2019-20)

The safety of students and staff is a primary concern of Stevenson Elementary School. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan is reviewed and updated annually in the fall by the School Site Council, parents, and faculty. The plan was most recently updated and reviewed in March 2019.

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

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

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.

Class Size

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

Class Size Distribution												
				Classrooms Containing:								
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	17	18	19	17	18	19	17	18	19	17	18	19
By Grade Level												
K	25	24	24	-	-	-	3	3	4	-	-	-
1	24	24	24	-	-	-	3	3	3	-	-	-
2	26	24	24	-	-	-	2	3	3	-	-	-
3	24	24	24	-	-	-	3	2	3	-	-	-
4	33	32	28	-	-	-	-	2	2	2	-	-
5	24	32	30	1	-	-	2	2	2	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-

Counseling & Support Staff (School Year 2018-19)

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 achievement problems, difficulty coping with personal and family problems, trouble with decision-making, or handling peer pressure.

The school does not have an academic counselor. The table lists the support service personnel available at Stevenson Elementary School.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Nurse	1	As Needed
Occupational Therapist	1	As Needed
Psychologist	1	As Needed
Community Engagement Facilitator	1	1.0
Instructional Coach – CERT	1	1.0
Library Technician	1	0.75
Resource Specialist Program (RSP) Teacher	1	0.62
Instructional Aides	4	3.75
Response to Instruction Teacher (CERT)	1	0.62

Note: One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

GATE

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

Stevenson Elementary School incorporates enrichment programming and instruction in the regular teaching schedule. Students are also offered after school enrichment activities.

Individualized Instruction

Special Education students receive support from a Resource Specialist Teacher and/or Aide, a psychologist, and/or other specialists as determined by their Individualized Education Plan (IEP). Teachers and assistants work with the special education students on a pull-out basis as well as within their classrooms. Students are mainstreamed whenever possible.

English Language Learners

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

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.

Staff Development

All training and professional development at Mountain View Whisman School District revolve around providing the best education and comprehensive support for all students. The district sponsors six full staff development days annually where teachers and support staff are offered a broad-based variety of professional growth opportunities to enhance their teaching and support practices. As part of the growth process, additional opportunities for training and staff development are provided at both the district and individual school sites to both certificated and classified staff throughout the school year as well as during non-contracted times. Teaching skills are built and educational concepts developed by staff participating in many conferences and workshops throughout the year, and then sharing their experiences and knowledge with district colleagues. Staff members are encouraged to attend district sponsored training and professional development programs.

Topics for continuous development and learning available to staff during the 2019-20 school year include:

General Education

- Sheltered Instruction Observation Protocol (SIOP) Strategies
- Middle School Science - Anchor Phenomena
- Benchmark Advance English-Language Arts (ELA) Curriculum Training
- Next Generation Science Standards (NGSS) Training for Elementary STEAM teachers
- English Language Development (ELD)
- Eureka Math for new teachers
- Eureka Math pacing and planning
- Differentiation Strategies Overview
- Differentiation for high performers
- Differentiation - Building systems and strategies to support all learners
- Differentiation for struggling students
- Middle School Social Studies Curriculum and Materials training
- i-Ready Overview
- i-Ready Instruction for Middle School Response to Instruction (RTI) teachers
- TechSmart Coding Training
- Teaching the whole child

Special Education

- Behavioral Technician Protocols - Expectations, Assignments, and Data Monitoring
- Desired Results Developmental Profile
- Goalbook Pathways
- Individual Education Plans (IEP)
- Move Training
- Social Skills Development
- Special Education Services Referral Protocol
- Star training
- Common Core Connectors Relation to Adopted Curriculum

Classified Staff

- Child Nutrition Equipment and Procedures
- Expectations and Responsibilities for Instructional Assistants

Instructional Coaches

- Eureka Math
- SIOP/ELD
- Differentiation

The table displays the number of full days that a professional development opportunity was available. Many professional development opportunities are offered during portions of other days. Not all staff will attend each professional development opportunity. Different opportunities are offered to staff throughout the year based on job description and duties of individual sites and departments.

Professional Development			
	17-18	18-19	19-20
Number of school days dedicated to Staff Development and Continuous Improvement	6	6	6

Curriculum Development

All curriculum development at Stevenson Elementary School revolves around the California Common Core Standards. Teachers align classroom curriculum to ensure that all students either meet or exceed state proficiency levels. Faculty, subcommittees, the School Site Council, Parent Focus Groups, English Learner Advisory Committee (ELAC), and the principal evaluate the curriculum continuously using assessment data, district benchmarks, and pacing guides. All students have access to the core curriculum.

Stevenson Elementary School provides dedicated time each day for intervention and enrichment through its Response to Instruction program. The district provides 1.5 additional teachers to support this initiative. Student progress is monitored through ongoing assessment and is conveyed to parents on report cards.

Extracurricular & Enrichment Activities

At Stevenson Elementary School, we weave enrichment activities into the curriculum on a regular basis. With off-site learning experiences, music, gardening, cooking, Arts Focus, and Project-Based Learning, we strive to give all students access to a vibrant and enriching learning experience.

Additionally, the Foundation offers classes that parents can opt into for a fee. Programs include: cooking, basketball, chess, Mandarin, and many other fun after school classes.

Recognition Programs

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.

Computer Resources

Computer skills and concepts are integrated throughout standard curriculum which helps to prepare students for technological growth and other opportunities. All classrooms have computers connected to the campus's wireless Internet. Grades one through five have Chromebooks at a ratio of 1:1. Kindergarten and first grade have 60 iPads to share.

Library Information

The school's library, staffed by a part-time Library Technician, provides an extensive variety of reference and special interest materials, in addition to countless educational and recreational books. Students visit the library on a weekly basis for 40-45 minutes and are encouraged to visit before school and during lunch hours.

Two computer workstations within the library are connected to the Internet allowing students to access resources and information online. The library also contains audio books along with board games and puzzles for student enjoyment.

Additional Internet Access/Public Libraries

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

District Revenue Sources (Fiscal Year 2018-19)

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

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

Expenditures & Services Funded (Fiscal Year 2017-18)

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

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

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	$6,018
From Supplemental/Restricted Sources	$467
From Basic/Unrestricted Sources	$5,551
District	
From Basic/Unrestricted Sources	$4,531
Percentage of Variation between School & District	22.5%
State	
From Basic/Unrestricted Sources	$7,507
Percentage of Variation between School & State	-26.1%

Average Teacher & Administrative Salaries (Fiscal Year 2017-18)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the California Department of Education's website *www.cde.ca.gov.*

Average Salary Information Teachers - Principal - Superintendent 2017-18		
	District	State
Beginning Teachers	$60,933	$49,378
Mid-Range Teachers	$89,107	$77,190
Highest Teachers	$109,243	$96,607
Elementary School Principals	$136,148	$112,074
Middle School Principals	$144,020	$126,560
High School Principals	-	$126,920
Superintendent	$234,740	$189,346
Salaries as a Percentage of Total Budget		
Teacher Salaries	34.0%	36.0%
Administrative Salaries	7.0%	6.0%

School Site Teacher Salaries (Fiscal Year 2017-18)

State law requires comparative salary and budget information to be reported to the general public. The table illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state.

Average Teacher Salaries	
School & District	
School	$83,039
District	$82,977
Percentage of Variation	-0.1%
School & State	
All Elementary School Districts	$77,619
Percentage of Variation	-7.0%

Mountain View Whisman School District

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

Theuerkauf Elementary School

1625 San Luis Avenue • Mountain View, CA 94043 • (650) 903-6925
Serving Grades Kindergarten through Five • CDS: 43-69591-6049514
Swati Dagar, Principal
sdagar@mvwsd.org
https://theuerkauf.mvwsd.org/

2018-19 School Accountability Report Card

Published in 2019-20 School Year

District Mission Statement

We inspire, prepare and empower every student.

District Vision Statement

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

District Goals

- Student Achievement: Every student will be prepared for high school and 21st Century citizenship.
- Inclusive and Supportive Culture: All will feel valued and supported while working, learning, and partnering.
- Achievement Gap: Achievement gaps will be eliminated for all student groups in all areas.
- Human Capital: MVWSD will invest in teachers, leaders, and staff to ensure we are the place talented educators choose to work.
- Resource Stewardship: Stakeholders will have access to resources in a fiscally responsible manner.

District Administration

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

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

Board of Education

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

SARC Information

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at *http://www.cde.ca.gov/ta/ac/sa/.*
- For more information about the LCFF or LCAP, see the CDE LCFF Webpage at *http://www.cde.ca.gov/fg/aa/lc/.*
- For additional information about the school, parents and community members should contact the school principal or the district office.
- To view our SARC online, please visit our website or scan the QR code to the right.

POINT YOUR PHONE

CAMERA HERE

DataQuest

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

Community & School Profile (School Year 2019-20)

Mountain View Whisman School District (MVWSD) is located in Mountain View, California, a suburban community of over 77,000 approximately 35 miles south of San Francisco. The award-winning district serves a diverse student population in preschool through eighth grade representing a wide range of ethnicities, languages, cultures, and economic status. The district serves more than 5,000 students in nine elementary schools and two middle schools. After graduating from middle school, students arrive prepared at the Mountain View-Los Altos Union High School District; one of the best in the state.

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

Within MVWSD, there is a culture of dedication and commitment to serving the students at all levels. The community is open and embraces the students, staff, and District. All stakeholders are willing to do what is required to improve students' learning experiences and outcomes. Our Profile of a Graduate seeks to capture what we want for our students as learners and citizens. The competencies and attributes are the center of our work and drive our teaching and learning experiences, community partnerships, and the key components of our strategic plan.

Community partnerships provide a wide range of support and enrichment for student learning including opportunities for after-school activities and field trips. A large percentage of parents are also engaged in supporting schools as volunteers, committee members, decision makers, and advocates for their children.

Principal's Message

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

School Attendance

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

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

School Enrollment (School Year 2018-19)

These charts display school enrollment broken down by grade.

Enrollment Trend by Grade Level

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

These charts display school enrollment broken down by student group.

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

Conditions of Learning

State Priority: Basic

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

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

Teacher Assignment

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

Teacher Credential Status				
	School			District
	17-18	18-19	19-20	19-20
Fully Credentialed	24	24	19	280
Without Full Credentials	1	0	0	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

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

Misassignments/Vacancies			
	17-18	**18-19**	**19-20**
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	**0**	**0**	**0**
Vacant Teacher Positions	0	1	0

School Facilities (School Year 2019-20)

Theuerkauf Elementary sits on 16.96 acres that is shared with Theuerkauf and the District Office. It has 25 permanent rooms, a multi-use room, a library, two playgrounds, and front office space with a staff room.

Cleaning Process

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

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

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

Maintenance & Repair

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

The District's maintenance department inspects facilities and operating systems at the school. A formal inspection report is prepared annually in accordance with Education Code §17592.72(c)(1). The Mountain View Whisman School District uses the Facilities Inspection Tool developed by the California Office of Public School Construction to assess current conditions of the campus and identify facilities improvement needs.

The chart shows the results of the most recent school facilities inspection (as of September 2019). While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

School Facility Conditions

Date of Last Inspection: 07/11/2019

Overall Summary of School Facility Conditions: Good

Data Collected: September, 2019

Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			CR 19: AC LEAKING. CR 10: NO AC.
Interior	X			No deficiencies observed.
Cleanliness (Overall Cleanliness, Pest/ Vermin Infestation)	X			CR 2, CR 15, CR 17, CR 20, CR 21: CARPET STAINS. CR 14: STAINED CARPETS. GIRLS RESTROOM BY RM 5: FLOORS ARE STAINED.
Electrical	X			CR 16 B: LIGHT OUT STAFF RESTROOM RIGHT.
Restrooms/Fountains	X			BOYS RESTROOM BY RM 5: URINAL OUT OF ORDER. BOYS RESTROOM BY RM 11: LEFT SINK NO WATER.
Safety (Fire Safety, Hazardous Materials)	X			No deficiencies observed.
Structural (Structural Damage, Roofs)	X			CR 16 A: STAINED ROOF TILES. CR 14: STAINED TILES.
External (Grounds, Windows, Doors, Gates, Fences)	X			GIRLS RESTROOM BY RM 5: DOOR GETS STUCK. CR 13: FRONT DOOR JAMMED. CR 18: SCRATCHED WINDOWS. CR 17: WINDOW SCRATCHED.

Instructional Materials (School Year 2019-20)

The school district held a public hearing on September 19, 2019, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of *Williams vs. the State of California*. All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home.

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

The table displays information collected in September 2019 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

District-Adopted Textbooks					
Data Collected: September, 2019					
Grade Levels	**Subject**	**Publisher**	**Adoption Year**	**From Most Recent Adoption**	**% Lacking**
TK-5	English/Language Arts	Benchmark Education Company	2016	Yes	0.0%
TK-5	History/Social Studies	Scott Foresman	2006	Yes	0.0%
TK-5	Mathematics	Eureka Math	2015	Yes	0.0%
TK-5	Science	FOSS	2007	Yes	0.0%

Pupil Outcomes

State Priority: Pupil Achievement

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

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

California Assessment of Student Performance and Progress

The California Assessment of Student Performance and Progress (CAASPP) include computer-based and paper-pencil assessments. The computer-based assessments are the Smarter Balanced English Language Arts/Literacy (ELA) and Mathematics tests, administered to grades three through eight and eleven. There is also an optional Standards-based Test in Spanish (STS) for Reading/Language Arts (RLA).

A new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS) has been developed. The California Standards Test and California Modified Assessment for Science are no longer administered. The new California Science Test (CAST) was piloted in spring 2017, field tested during the 2017–18 school year, and is now administered operationally. CAST results are not available for the current reporting period.

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

This table displays the percent of students who met or exceeded state standards in English Language Arts/Literacy (grades 3-8 and 11) and Math (grades 3-8 and 11).

California Assessment of Student Performance and Progress									
Percent of Students Meeting or Exceeding the State Standards									
Subject	**School**			**District**			**State**		
	2017	2018	2019	2017	2018	2019	2017	2018	2019
English Language Arts/Literacy (Grades 3-8 and 11)	43	55	65	66	68	71	48	50	50
Mathematics (Grades 3-8 and 11)	30	47	56	62	64	64	36	38	39
Science (Grades 5, 8, and 10)	--	--	--	--	--	--	--	--	--

The following table displays information on student achievement by student groups for the school in ELA and Mathematics with all grades combined (grades three through eight and eleven).

California Assessment of Student Performance and Progress									
		English-Language Arts				Mathematics			
Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded CA Standard	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded CA Standard
All Students	137	136	99.27	0.73	65.44	135	98.54	1.46	55.56
Male	76	75	98.68	1.32	64.00	74	97.37	2.63	56.76
Female	61	61	100.00	0.00	67.21	61	100.00	0.00	54.10
Hispanic or Latino	92	92	100.00	0.00	57.61	91	98.91	1.09	46.15
White	13	13	100.00	0.00	61.54	13	100.00	0.00	69.23
Two or More Races	13	12	92.31	7.69	83.33	12	92.31	7.69	66.67
Socioeconomically Disadvantaged	96	95	98.96	1.04	55.79	94	97.92	2.08	46.81
English Learners	80	79	98.75	1.25	50.63	79	98.75	1.25	41.77
Students with Disabilities	28	27	96.43	3.57	29.63	28	92.86	7.14	30.77

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the California Alternate Assessment. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject area of physical education

Physical Fitness (School Year 2018-19)

In the spring of each year, the school is required by the state to administer a physical fitness test to students in fifth grade. The Physical Fitness Test measures each student's ability to perform fitness tasks in six major areas. Students who meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "Healthy Fitness Zone" (HFZ).

Percentage of Students in Healthy Fitness Zone 2018-19			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	16.3%	27.9%	18.6%

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

Engagement

State Priority: Parental Involvement

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

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

Parent Involvement (School Year 2019-20)

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

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

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

State Priority: School Climate

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

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

Discipline & Climate for Learning

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

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

Suspensions & Expulsions

The table displays the suspension and expulsion rates for the past three years.

Suspensions & Expulsions						
	Suspensions			Expulsions		
	16-17	17-18	18-19	16-17	17-18	18-19
School	0.3	0.7	1.0	0.0	0.0	0.0
District	1.7	1.0	1.3	0.0	0.0	0.0
State	3.6	3.5	3.5	0.1	0.1	0.1

Safe School Plan (School Year 2019-20)

The safety of students and staff is a primary concern of Theuerkauf Elementary School. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan is reviewed and updated annually by teachers, the principal, a parent, and a community member trained in disaster preparedness. The plan was most recently updated and reviewed in March 2019.

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

Students are supervised throughout the day by teachers, staff, and the principal. Students may be dropped off and picked up from the front of the school. The school enforces a closed-campus policy during school hours to ensure student safety. Visitors must sign in at the office, wear a visitor's badge at all times while on campus, and sign out upon leaving the school.

Other SARC Information

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

School Leadership

Leadership at Theuerkauf Elementary School is a shared responsibility of the district administrators, the principal, instructional staff, students and parents.

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

Class Size

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

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

Counseling & Support Staff (School Year 2018-19)

It is the goal of Theuerkauf Elementary School to assist students in their social and personal development as well as academics. The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision-making, or handling peer pressure. The Community Health Awareness Council (CHAC) provides emotional and/or social assistance to students. Families First provides parent workshops, behavioral support, individual and family therapy, utilizing evidence based practices. Staff work in collaboration with teachers and parents to support children and families in schools and their community.

The school does not have an academic counselor. The table lists the support service personnel available to students at Theuerkauf Elementary School.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Nurse	1	As Needed
Occupational Therapist	1	As Needed
Psychologist	1	As Needed
Community Engagement Facilitator	1	1.0
Instructional Coach – CERT	1	1.0
Library Technician	1	0.75
Resource Specialist Program (RSP) Teacher	1	1.0
At-Risk Intervention Supervisor	1	1.0
Instructional Aides	19	12.0
Response to Instruction Teacher (CERT)	1	1.0
Special Day Class Teacher	2	2.0
Speech/Language Specialist	1	1.0

Note: One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

GATE

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

Individualized Instruction

Special Education students receive support from a Resource Specialist Teacher and/or Aide, a psychologist, and/or other specialists as determined by their Individualized Education Plan (IEP). Teachers and assistants work with the special education students on a pull-out basis as well as within their classrooms. Students are mainstreamed whenever possible.

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

English Language Learners

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

Staff Development

All training and professional development at Mountain View Whisman School District revolve around providing the best education and comprehensive support for all students. The district sponsors six full staff development days annually where teachers and support staff are offered a broad-based variety of professional growth opportunities to enhance their teaching and support practices. As part of the growth process, additional opportunities for training and staff development are provided at both the district and individual school sites to both certificated and classified staff throughout the school year as well as during non-contracted times. Teaching skills are built and educational concepts developed by staff participating in many conferences and workshops throughout the year, and then sharing their experiences and knowledge with district colleagues. Staff members are encouraged to attend district sponsored training and professional development programs.

Topics for continuous development and learning available to staff during the 2019-20 school year include:

General Education

- Sheltered Instruction Observation Protocol (SIOP) Strategies
- Middle School Science - Anchor Phenomena
- Benchmark Advance English-Language Arts (ELA) Curriculum Training
- Next Generation Science Standards (NGSS) Training for Elementary STEAM teachers
- English Language Development (ELD)
- Eureka Math for new teachers
- Eureka Math pacing and planning
- Differentiation Strategies Overview
- Differentiation for high performers
- Differentiation - Building systems and strategies to support all learners
- Differentiation for struggling students
- Middle School Social Studies Curriculum and Materials training
- i-Ready Overview
- i-Ready Instruction for Middle School Response to Instruction (RTI) teachers
- TechSmart Coding Training
- Teaching the whole child

Special Education

- Behavioral Technician Protocols - Expectations, Assignments, and Data Monitoring
- Desired Results Developmental Profile
- Goalbook Pathways
- Individual Education Plans (IEP)
- Move Training
- Social Skills Development
- Special Education Services Referral Protocol
- Star training
- Common Core Connectors Relation to Adopted Curriculum

Classified Staff

- Child Nutrition Equipment and Procedures
- Expectations and Responsibilities for Instructional Assistants

Instructional Coaches

- Eureka Math
- SIOP/ELD
- Differentiation

The table displays the number of full days that a professional development opportunity was available. Many professional development opportunities are offered during portions of other days. Not all staff will attend each professional development opportunity. Different opportunities are offered to staff throughout the year based on job description and duties of individual sites and departments.

Professional Development			
	17-18	18-19	19-20
Number of school days dedicated to Staff Development and Continuous Improvement	6	6	6

Curriculum Development

Curriculum development at Theuerkauf Elementary School revolves around the California Common Core Standards and Frameworks as well as integrating best teaching pedagogies with curriculum. Teachers align classroom curriculum to ensure that all students either meet or exceed state proficiency levels. Faculty, subcommittees, the School Site Council, Parent Focus Groups, English Learner Advisory Committee (ELAC), instructional coach, and the principal evaluate the school's curriculum continuously using assessment data, district benchmarks and pacing guides. All students have access to the core curriculum.

Theuerkauf Elementary School provides dedicated time each day for intervention and enrichment through its Response to Instruction program along with a STEAM lab for all students. Student progress is monitored through ongoing assessment and is conveyed to parents via progress reports, report cards. Group assessment data is shared with the staff to both support students and help determine school needs and focus. The principal and individual staff members also conduct an extensive data analysis of the results of students' assessments to guide future instructional support plans.

Extracurricular & Enrichment Activities

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

Recognition Programs

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

Computer Resources

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

Library Information

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

Additional Internet Access/Public Libraries

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

District Revenue Sources (Fiscal Year 2018-19)

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

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

Expenditures & Services Funded (Fiscal Year 2017-18)

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

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

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	$7,925
From Supplemental/Restricted Sources	$1,388
From Basic/Unrestricted Sources	$6,537
District	
From Basic/Unrestricted Sources	$4,531
Percentage of Variation between School & District	44.3%
State	
From Basic/Unrestricted Sources	$7,507
Percentage of Variation between School & State	-12.9%

Average Teacher & Administrative Salaries (Fiscal Year 2017-18)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the California Department of Education's website *www.cde.ca.gov.*

Average Salary Information Teachers - Principal - Superintendent 2017-18		
	District	State
Beginning Teachers	$60,933	$49,378
Mid-Range Teachers	$89,107	$77,190
Highest Teachers	$109,243	$96,607
Elementary School Principals	$136,148	$112,074
Middle School Principals	$144,020	$126,560
High School Principals	-	$126,920
Superintendent	$234,740	$189,346
Salaries as a Percentage of Total Budget		
Teacher Salaries	34.0%	36.0%
Administrative Salaries	7.0%	6.0%

School Site Teacher Salaries (Fiscal Year 2017-18)

State law requires comparative salary and budget information to be reported to the general public. The table illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state.

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

Mountain View Whisman School District

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

Jose Antonio Vargas Elementary School

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

Vern Taylor, Principal

vtaylor@mvwsd.org
http://vargas.mvwsd.org/

School Accountability Report Card

Published in 2019-20 School Year

District Mission Statement

We inspire, prepare and empower every student.

District Vision Statement

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

District Goals

- Student Achievement: Every student will be prepared for high school and 21st Century citizenship.
- Inclusive and Supportive Culture: All will feel valued and supported while working, learning, and partnering.
- Achievement Gap: Achievement gaps will be eliminated for all student groups in all areas.
- Human Capital: MVWSD will invest in teachers, leaders, and staff to ensure we are the place talented educators choose to work.
- Resource Stewardship: Stakeholders will have access to resources in a fiscally responsible manner.

District Administration

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

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

Board of Education

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

SARC Information

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at *http://www.cde.ca.gov/ta/ac/sa/*.
- For more information about the LCFF or LCAP, see the CDE LCFF Webpage at *http://www.cde.ca.gov/fg/aa/lc/*.
- For additional information about the school, parents and community members should contact the school principal or the district office.
- To view our SARC online, please visit our website or scan the QR code to the right.

POINT YOUR PHONE

CAMERA HERE

DataQuest

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

Community & School Profile (School Year 2019-20)

Mountain View Whisman School District (MVWSD) is located in Mountain View, California, a suburban community of over 77,000 approximately 35 miles south of San Francisco. The award-winning district serves a diverse student population in preschool through eighth grade representing a wide range of ethnicities, languages, cultures, and economic status. The district serves more than 5,000 students in nine elementary schools and two middle schools. After graduating from middle school, students arrive prepared at the Mountain View-Los Altos Union High School District; one of the best in the state.

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

Within MVWSD, there is a culture of dedication and commitment to serving the students at all levels. The community is open and embraces the students, staff, and District. All stakeholders are willing to do what is required to improve students' learning experiences and outcomes. Our Profile of a Graduate seeks to capture what we want for our students as learners and citizens. The competencies and attributes are the center of our work and drive our teaching and learning experiences, community partnerships, and the key components of our strategic plan.

Community partnerships provide a wide range of support and enrichment for student learning including opportunities for after-school activities and field trips. A large percentage of parents are also engaged in supporting schools as volunteers, committee members, decision makers, and advocates for their children.

Principal's Message

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

School Attendance

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

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

Conditions of Learning

State Priority: Basic

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

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

Teacher Assignment

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

Teacher Credential Status	School	District
	19-20	19-20
Fully Credentialed	15	280
Without Full Credentials	0	1
Teaching Outside Subject Area of Competence (with full credential)	0	0

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

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

School Facilities (School Year 2019-20)

Vargas Elementary is the newest school in Mountain View Whisman School District. The first school year was 2019-20. Vargas Elementary sits on 8.84 acres and has 21 permanent rooms. It also has a multi-use room, library, two playgrounds, and front office space with a staff room.

Cleaning Process

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

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

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

Maintenance & Repair

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

The District's maintenance department inspects facilities and operating systems at the school. A formal inspection report is prepared annually in accordance with Education Code §17592.72(c)(1). The Mountain View Whisman School District uses the Facilities Inspection Tool developed by the California Office of Public School Construction to assess current conditions of the campus and identify facilities improvement needs.

The chart shows the results of the most recent school facilities inspection (as of September 2019). While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

School Facility Conditions

Date of Last Inspection: 09/19/2019

Overall Summary of School Facility Conditions: Exemplary

Data Collected: September, 2019

Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			No deficiencies observed.
Interior	X			No deficiencies observed.
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			No deficiencies observed.
Electrical	X			No deficiencies observed.
Restrooms/Fountains	X			No deficiencies observed.
Safety (Fire Safety, Hazardous Materials)	X			No deficiencies observed.
Structural (Structural Damage, Roofs)	X			No deficiencies observed.
External (Grounds, Windows, Doors, Gates, Fences)	X			No deficiencies observed.

Instructional Materials (School Year 2019-20)

The school district held a public hearing on September 19, 2019, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of *Williams vs. the State of California*. All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home.

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

The table displays information collected in September 2019 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

District-Adopted Textbooks					
Data Collected: September, 2019					
Grade Levels	**Subject**	**Publisher**	**Adoption Year**	**From Most Recent Adoption**	**% Lacking**
TK-5	English/Language Arts	Benchmark Education Company	2016	Yes	0.0%
TK-5	History/Social Studies	Scott Foresman	2006	Yes	0.0%
TK-5	Mathematics	Eureka Math	2015	Yes	0.0%
TK-5	Science	FOSS	2007	Yes	0.0%

Engagement

State Priority: Parental Involvement

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

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

Parent Involvement (School Year 2019-20)

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

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

State Priority: School Climate

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

- Local measures on the sense of safety and discipline

Discipline & Climate for Learning

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

Safe School Plan (School Year 2019-20)

The safety of students and staff is a primary concern of Vargas Elementary School. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan is reviewed and updated annually in the spring by the School Site Council, parents, and faculty. The plan was most recently updated and reviewed in August 2019.

The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year. Students are supervised before and after school by staff. Noon duty supervisors provide supervision during lunch. Students may be dropped off and picked up from the front of the school where staff members supervise students. The school enforces a closed-campus policy during school hours to ensure student safety. Visitors must sign in at the office, wear a visitor's badge at all times while on campus, and sign out upon leaving the school.

Other SARC Information

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

School Leadership

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

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

Counseling & Support Staff (School Year 2018-19)

It is the goal of the school to assist students in their social and personal development as well as academics. The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision-making, or handling peer pressure.

GATE

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

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

Individualized Instruction

Special Education students receive support from a Resource Specialist Teacher and/or Aide, a Special Day Class Teacher and/or Aide, a psychologist, and/or other specialists as determined by their Individualized Education Plan (IEP). Teachers and assistants work with the special education students on a pull-out basis as well as within their classrooms. Students are mainstreamed whenever possible.

English Language Learners

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

Staff Development

All training and professional development at Mountain View Whisman School District revolve around providing the best education and comprehensive support for all students. The district sponsors six full staff development days annually where teachers and support staff are offered a broad-based variety of professional growth opportunities to enhance their teaching and support practices. As part of the growth process, additional opportunities for training and staff development are provided at both the district and individual school sites to both certificated and classified staff throughout the school year as well as during non-contracted times. Teaching skills are built and educational concepts developed by staff participating in many conferences and workshops throughout the year, and then sharing their experiences and knowledge with district colleagues. Staff members are encouraged to attend district sponsored training and professional development programs.

Topics for continuous development and learning available to staff during the 2019-20 school year include:

General Education

- Sheltered Instruction Observation Protocol (SIOP) Strategies
- Middle School Science - Anchor Phenomena
- Benchmark Advance English-Language Arts (ELA) Curriculum Training
- Next Generation Science Standards (NGSS) Training for Elementary STEAM teachers
- English Language Development (ELD)
- Eureka Math for new teachers
- Eureka Math pacing and planning
- Differentiation Strategies Overview
- Differentiation for high performers
- Differentiation - Building systems and strategies to support all learners
- Differentiation for struggling students
- Middle School Social Studies Curriculum and Materials training
- i-Ready Overview
- i-Ready Instruction for Middle School Response to Instruction (RTI) teachers
- TechSmart Coding Training
- Teaching the whole child

Special Education

- Behavioral Technician Protocols - Expectations, Assignments, and Data Monitoring
- Desired Results Developmental Profile
- Goalbook Pathways
- Individual Education Plans (IEP)
- Move Training
- Social Skills Development
- Special Education Services Referral Protocol
- Star training
- Common Core Connectors Relation to Adopted Curriculum

Classified Staff

- Child Nutrition Equipment and Procedures
- Expectations and Responsibilities for Instructional Assistants

Instructional Coaches

- Eureka Math
- SIOP/ELD
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	17-18	18-19	19-20
Number of school days dedicated to Staff Development and Continuous Improvement	6	6	6

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Group assessment data is shared with the staff to both support students and help determine school needs and focus. The principal and individual staff members also discuss student's assessment data as needed and appropriate.

Extracurricular & Enrichment Activities

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

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

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

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

Recognition Programs

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

Computer Resources

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

Library Information

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

Additional Internet Access/Public Libraries

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District Revenue Sources (Fiscal Year 2018-19)

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Average Teacher & Administrative Salaries (Fiscal Year 2017-18)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the California Department of Education's website *www.cde.ca.gov.*

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Salaries as a Percentage of Total Budget		
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Mountain View Whisman School District

Agenda Item for Board Meeting of 1/23/2020

Agenda Category: CONSENT AGENDA

Agenda Item Title: Kenneth Slater New Campus Increment 1 Project, Change Order No. 4 – Rodan Builders, Inc.

Estimated Time:

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

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Background:
During the Kenneth Slater New Campus Increment 1 Project, unforeseen conditions, design changes, and owner requests have occurred, resulting in additions/changes in scope to the original project. These additions/changes require contingency money to be used.

The total construction contingency of $470,428 was budgeted for this project.

Change Order #1 for $316,858 was approved on April 4, 2018.
Change Order #2 for $406,633 was approved on August 22, 2019.
Change Order #3 for $136,242 was approved on September 19, 2019.

Change Order #4 for $289,989 will reduce the remaining contingency amount to ($679,294) with 88% of the project complete.

Fiscal Implication:
The contingency monies required for Change Order #4 will not exceed $289,989. A summary of Change Order #4 is attached.

Recommended Action:
That the Board of Trustees approve Change Order #4 for the Kenneth Slater New Campus Increment 1 Project.

ATTACHMENTS:

Description	Type	Upload Date
Slater Change Order	Backup Material	1/13/2020

GREYSTONE
WEST COMPANY
CONSTRUCTION MANAGEMENT

January 9, 2019

Rebecca Westover
Mountain View Whisman School District
1400 Montecito Ave
Mountain View, CA 94043

RE: **Change Order #4 Justification: Kenneth Slater New Campus Project Increment 1 –Rodan Builders-Mountain View Whisman School District – DSA APP #: 01-116962 (Site Work)**

Item # 1 –Various Site-Work Related Unforeseen Conditions (PCO's 46, 48, 54r1, 57 & 63)

These changes are the result of unforeseen conditions. There were various conflicts caught during construction that were outside of the original contract scope. These items include an unmarked City Monitoring Well, storm drain back-fill changes by the Geotechnical Engineer of record, a relocated water valve, the addition of drainage at the planter between the MUR and the Flex Portables and various changes to the landscaping between the new filed and North Whisman. The costs associated with Item No. 1 are for all labor and materials required to make the above noted changes. $**15,080**

Item # 2 –Added Oak Tree at the Kindergarten Play Yard (PCO 50)

This change is the result of district requested design revision. It was decided after the time of bid, to add shade to the Kindergarten play area. The costs associated with Item No. 2 are for all labor, equipment and materials required to install the additional oak tree. **$2,718**

Item # 3 –PG&E Related Underground Utilities Changes (PCO 52)

This change is the result of a PG&E design revision. After the time of bid, PG&E relocated the transformer required for the permanent power to the site. Unfortunately, a portion of storm drain had been placed per the contract documents. The costs associated with Item No. 3 are for all labor, equipment and materials required to relocate the storm drain line that was in conflict. **$4,635**

Item # 4 – PG&E Related Temporary Generator and Security/Fire Watch (PCO's 58, 59, 65 & 66)

These changes are the result of unforeseen conditions. Due to various conflicts during the construction process, it was realized that PG&E wasn't going to be able to provide permanent power to the site in time for the start of school. In order to open the school in time for the 2019-2020 school year, it was decided to bring on a generator to provide temporary power until PG&E could make their final connection. The costs associated with Item No. 4 are all costs for the rental of and fuel for the generator as well as a off-hours site security and fire watch. $**136,388**

Item # 5 – Storm Drain Rework at the Flex Portables (PCO's 53)

These changes are the result of design revisions. Due to the timing of the DSA review process as a result of the various increments of construction, the full scope of underground work was not known at the time of bid. As a result, there were a number of utility conflicts discovered at the structural retaining wall at the south end of the field. The civil engineer of record made various landscaping and grade changes in order to minimize the utility conflicts and also create a smoother transition to the field area for students and staff. Unfortunately, a section of storm drain had been installed during a previous phase. The costs associated with Item No. 5 are to relocate the roughly 180' of 8" and 115' of 6" storm drain that had been previously installed. **$24,782**

Item # 6 – Additional Overtime for Site Work (PCO 49r1 & 61)

These changes are the result of unforeseen conditions. At the time of bid, the project was scheduled to be completed on a standard 40-hour work week. Due to an exceptionally wet winter the delivery of the modular units for the two-story building were delayed which in turn delayed the surrounding site work. As a result, said site work needed to be performed on an accelerated scheduled and required crews to work overtime. The costs associated with Item No. 6 is to cover the difference between the standard and overtime labor rates that were required to complete the project prior to the start of school. **$49,068**

Item # 7 – Gas Service Tie-in Changes (PCO's 55r3 & 64)

These changes are the result of a design revision caused by unforeseen conditions. During construction it was discovered that the point of connection for the new gas service to the campus would not work due to multiple unmarked existing utilities at North Whisman. Through coordination with PG&E and the engineer of record for the project, it was decided that a connection could be made through the neighboring campus at 325 Gladys. The costs associated with Item No. 7 is to install the 280' of 2" poly gas line and replace a total of 11 pressure reducing valves on the existing campus. **$57,318**

Total Change Order No. 4 - $289,989

In our capacity as the District's Construction Manager we have completed a review of Change Order # 4.

The total Change Orders to date: $1,149,722

The total change to the contract: $679294

This equates to 15.87% of the contract value. To date, Rodan has completed 88% of the contract work.

There is $0 remaining in the Change Order Contingency.

Based upon the review of the merit and the compensation, it is our recommendation that you approve this change order. If you have any question, please do not hesitate to call.

Sincerely,

Mikael Estrada
Project Manager
Greystone West Company

AIA® Document G701™ – 2017

Change Order

PROJECT: *(Name and address)*	**CONTRACT INFORMATION:**	**CHANGE ORDER INFORMATION:**
Slater Elementary School - Rodan Builders Phase 1 220 N. Whisman Road Mountain View, CA 94043	Contract For: General Construction Date: April 05, 2018	Change Order Number: 004 Date: January 8, 2020
OWNER: *(Name and address)* Mountain View Whisman School District 1400 Montecito Avenue Mountain View, CA 94043	**ARCHITECT:** *(Name and address)* Dreiling Terrones Architecture 1103 Juanita Avenue Burlingame, CA 94010	**CONTRACTOR:** *(Name and address)* Rodan Builders 3486 Investment Boulevard, Suite B Hayward, CA 94545

THE CONTRACT IS CHANGED AS FOLLOWS:

(Insert a detailed description of the change and, if applicable, attach or reference specific exhibits. Also include agreed upon adjustments attributable to executed Construction Change Directives.)

PCO #46 Drainage at Planter Between MUR and Flex Portables $1,727.00
PCO #48 Monitoring Well Cover $2,591.00
PCO #49R1 Landscape Premium Time $7,418.00
PCO #50 Oak Tree Add to Kindergarten Yard $2,718.00
PCO #52 Reroute Storm Drain at PG&E Transformer $4,635.00
PCO #53 Storm Drain Rework at Flex Portables / MUR $24,782.00
PCO #54R1 O'Grady and FieldTurf $7,343.00
PCO #55R3 Gas Tie-In at Google-Leased Campus $55,583.00
PCO #57 Storm Drain Cleary Recommended Backfill $1,156.00
PCO #58 Generator and Associated Costs, through September 30, 2019 $38,802.00
PCO #59 Generator and Associated Costs, October 1 - October 31, 2019 $24,652.00
PCO #61 Premium Time - Eggli, O'Grady, Rodan $41,650.00
PCO #63 Relocate Water Valve $2,263.00
PCO #64 Additonal PRV's at the Google MUR $1,735.00
PCO #65 Generator and Associated Costs, November 1 - November 30, 2019 $43,012.00
PCO #66 Generator and Associated Costs, through August 31, 2019 $29,922.00

The original Contract Sum was	$	7,240,828.00
The net change by previously authorized Change Orders	$	389,305.00
The Contract Sum prior to this Change Order was	$	7,630,133.00
The Contract Sum will be increased by this Change Order in the amount of	$	289,989.00
The new Contract Sum including this Change Order will be	$	7,920,122.00

The Contract Time will be unchanged by Zero (0) days.
The new date of Substantial Completion will be

NOTE: This Change Order does not include adjustments to the Contract Sum or Guaranteed Maximum Price, or the Contract Time, that have been authorized by Construction Change Directive until the cost and time have been agreed upon by both the Owner and Contractor, in which case a Change Order is executed to supersede the Construction Change Directive.

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User Notes: (3B9ADA6B)

NOT VALID UNTIL SIGNED BY THE ARCHITECT, CONTRACTOR AND OWNER.

Dreiling Terrones Architecture	Rodan Builders	Mountain View Whisman School District
ARCHITECT *(Firm name)*	**CONTRACTOR** *(Firm name)*	**OWNER** *(Firm name)*
SIGNATURE	**SIGNATURE**	**SIGNATURE**
Richard Terrones		
PRINTED NAME AND TITLE	**PRINTED NAME AND TITLE**	**PRINTED NAME AND TITLE**
January 8, 2020		
DATE	**DATE**	**DATE**

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User Notes: (3B9ADA6B)

Mountain View Whisman School District

Agenda Item for Board Meeting of 1/23/2020

Agenda Category: CONSENT AGENDA

Agenda Item Title: Notice of Completion – Theuerkauf Elementary School Increment 2 Project

Estimated Time:

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

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Background:
On November 15, 2018, the Board approved the construction services contract for the Theuerkauf Elementary School Multi-Use Room Addition and Modernization – Increment 2 Project from Measure G funds. The Board approved the award of the project to Coulter Construction, Inc. in the amount of $6,875,029.

Work on this project is now substantially complete.

Fiscal Implication:
The District currently holds retention in the amount of $145,328.50, or 5% of the contract value. After a minimum of thirty-five (35) days after the filing of the Notices of Completion with the County of Santa Clara recorder, the District will release the retention amount provided all remaining close out and punch list items have been completed.

Recommended Action:
That the Board of Trustees approve the filing of the Notice of Completion for the Theuerkauf Elementary School Multi-Use Room Addition and Modernization – Increment 2 Project.

ATTACHMENTS:

Description	Type	Upload Date
NOC-Coulter Theuerkauf	Backup Material	1/13/2020

RECORDED WITHOUT FEE UNDER
SECTION 6103 GOVERNMENT CODE

RECORDING REQUESTED BY:
Rebecca Westover
Chief Business Officer

AND WHEN RECORDED MAIL TO:

Mountain View Whisman School District
1400 Montecito Avenue
Mountain View, CA 94043-3133

SPACE ABOVE THIS LINE FOR RECORDER'S USE

NOTICE OF COMPLETION OF CONTRACT
COULTER CONSTRUCTION, INC.

THE UNDERSIGNED OWNER HEREBY GIVES NOTICE by order of the MOUNTAIN VIEW WHISMAN SCHOOL DISTRICT of Santa Clara County that work to be performed under the contract heretofore made and executed by and between the Mountain View Whisman School District and Coulter Construction, Inc. as Contractor therein, at the **Theuerkauf Elementary School Increment 2** project in Mountain View, State of California, **WAS COMPLETED BY THE CONTRACTOR** on **November 20th, 2019** as called for in the manner designated by the plans and specifications.

The address of said sites are Theuerkauf Elementary School 1625 San Luis Ave

IN WITNESS WHEREOF, pursuant to the order of the Board of Education authorizing and directing the execution of this instrument by signature of the Superintendent or his designee, the said District has caused these presents to be executed in its name, authenticated by the signature of the Superintendent's designee, the Chief Business Officer of Mountain View Whisman School District, on **January 23, 2020**.

The names and addresses and interest of all owners of said property are as follows:

Name: **Mountain View Whisman School District**
Address: **1400 Montecito Avenue**
Mountain View, CA 94043

By: _____(signature)
Rebecca Westover
Chief Business Officer

VERIFICATION

I am Rebecca Westover, Chief Business Officer, the agent of the owner(s) of the property described in the foregoing notice. I have read the foregoing notice and know the contents thereof, and the same of my knowledge. I declare under penalty of perjury of the laws of the State of California that the foregoing is true and correct.

Dated:_____ at Mountain View, California

_____
(Signature)

Mountain View Whisman School District

Agenda Item for Board Meeting of 1/23/2020

Agenda Category: CONSENT AGENDA

Agenda Item Title: Notice of Completion – District Monument Signs at Various Sites Project

Estimated Time:

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

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Background:
On January 10, 2019, the Board approved the construction contract for the District Monument Signs at Various Sites Project from Measure G funds. The Board approved the award of the project to Pacific Electric Contracting, Inc. in the amount of $331,500.

Work on this project is now substantially complete.

Fiscal Implication:
The District currently holds retention in the amount of $16,575, or 5% of the contract value. After a minimum of thirty-five (35) days after the filing of the Notices of Completion with the County of Santa Clara recorder, the District will release the retention amount provided all remaining close out and punch list items have been completed.

Recommended Action:
That the Board of Trustees approve the filing of the Notice of Completion for the District Monument Signs at Various Sites Project.

ATTACHMENTS:

Description	Type	Upload Date
NOC-Pacific Monument Signs	Backup Material	1/13/2020

RECORDED WITHOUT FEE UNDER
SECTION 6103 GOVERNMENT CODE

RECORDING REQUESTED BY:
Rebecca Westover
Chief Business Officer

AND WHEN RECORDED MAIL TO:

Mountain View Whisman School District
1400 Montecito Avenue
Mountain View, CA 94043-3133

SPACE ABOVE THIS LINE FOR RECORDER'S USE

NOTICE OF COMPLETION OF CONTRACT
PACIFIC ELECTRIC CONTRACTING, INC.

THE UNDERSIGNED OWNER HEREBY GIVES NOTICE by order of the MOUNTAIN VIEW WHISMAN SCHOOL DISTRICT of Santa Clara County that work to be performed under the contract heretofore made and executed by and between the Mountain View Whisman School District and Premier Builders, Inc. as Contractor therein, at the **District Monument Signs at Various Sites** project in Mountain View, State of California, **WAS COMPLETED BY THE CONTRACTOR** on **December 4th, 2019** as called for in the manner designated by the plans and specifications.

The address of said sites are

Crittenden Middle School 1701 Rock St; Monta Loma Elementary School 460 Thompson Ave; Theuerkauf Elementary School 1625 Son Luis Ave; Stevenson Elementary School 1400 Montecito Ave; Gabriela Mistral Elementary School 505 Escuela Ave; Mariano Castro Elementary School 505 Toft St; Graham Middle School 1175 Castro St; Benjamin Bubb Elementary School 525 Hans Ave; Edith Landels Elementary School 115 W Dana St; Frank L. Huff Elementary School 253 Martens Ave; Jose Antonio Vargas Elementary 220 N Whisman Rd; Michelle and Barack Obama Preschool at Latham 460 Thompson Ave; Michelle and Barack Obama Preschool at Montecito 460 Thompson Ave

IN WITNESS WHEREOF, pursuant to the order of the Board of Education authorizing and directing the execution of this instrument by signature of the Superintendent or his designee, the said District has caused these presents to be executed in its name, authenticated by the signature of the Superintendent's designee, the Chief Business Officer of Mountain View Whisman School District, on **January 23, 2020**.

The names and addresses and interest of all owners of said property are as follows:

Name: **Mountain View Whisman School District**
Address: **1400 Montecito Avenue**
Mountain View, CA 94043

By: _____(signature)
Rebecca Westover
Chief Business Officer

VERIFICATION

I am Rebecca Westover, Chief Business Officer, the agent of the owner(s) of the property described in the foregoing notice. I have read the foregoing notice and know the contents thereof, and the same of my knowledge. I declare under penalty of perjury of the laws of the State of California that the foregoing is true and correct.

Dated:_____ at Mountain View, California

_____
(Signature)

Mountain View Whisman School District

Agenda Item for Board Meeting of 1/23/2020

Agenda Category: CONSENT AGENDA

Agenda Item Title: Quarterly Report on Williams Uniform Complaints

Estimated Time:

Person Responsible: Cathy Baur, Chief Academic Officer

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

Fiscal Implication:
None.

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

ATTACHMENTS:

Description	Type	Upload Date
Williams Quarterly Report	Backup Material	1/13/2020

Academic School Year 2019-2020
Quarterly Report on Williams Uniform Complaints
[Education Code § 35186]

District:

Person completing this form: Title:

Quarterly Report Submission Date: Jul 1 – Sep 30, 2019 (due Oct 27, 2019)

(Please check one) Oct 1 – Dec 31, 2019 (due Jan 27, 2020)

Jan 1 – Mar 31, 2020 (due Apr 27, 2020)

Apr 1 – Jun 30, 2020 (due Jul 27, 2020)

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

Please check the box that applies:

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

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

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

Print Name of District Superintendent

Signature of District Superintendent

Date

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

Mountain View Whisman School District

Agenda Item for Board Meeting of 1/23/2020

Agenda Category: CONSENT AGENDA

Agenda Item Title: Measure B Parcel Tax Oversight Committee Member

Estimated Time:

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

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Background:
The ballot language for Measure B, the parcel tax for the Mountain View Whisman School District, requires the appointment of an independent citizen's oversight committee. The ballot language for the parcel tax states: "Independent Oversight Committee...shall be appointed or designated by the Board to ensure that the special tax proceeds are spent for their authorized purposes, and to report annually to the Board and the public regarding the expenditure of such funds."

The District has advertised in the local newspaper on two occasions and inserted articles in the school newsletters. The District will continue to accept applications to bring the Board of Trustees until we have a full committee of seven.

Five members of the public submitted an application for the Parcel Tax Oversight Committee (PTOC):

1. Braid Pezzaglia
2. Cleave Frink
3. Jonathan Pettey, Ed.D.
4. Sara Kopit-Olson
5. T. Priyangi Fernando

With Board action, staff will convene the Parcel Tax Oversight Committee (PTOC) for the 2019-2020 school year.

Fiscal Implication:
None

Recommended Action:
That the Board of Trustees approve the proposed members of the Measure B Parcel Tax Oversight Committee for 2019-2020.

ATTACHMENTS:

Description	Type	Upload Date
Application B. Pezzaglia	Backup Material	1/15/2020
Application C. Frink	Backup Material	1/15/2020
Application J. Pettey, Ed.D.	Backup Material	1/15/2020
Application S. Kopit-Olson	Backup Material	1/15/2020
Application T. Fernando	Backup Material	1/15/2020

Mountain View
Whisman
School District

Measure B Parcel Tax Oversight Committee
Application

Name Braid Pezzaglia

Address [redacted]

City [redacted] Zip Code [redacted]

Preferred Phone # [redacted] Email [redacted]

Check Appropriate Box:

- [X] Mountain View Whisman District Homeowner
- [ ] Mountain View Whisman District Business Representative
- [X] Mountain View Whisman Parent or Guardian
- [X] Mountain View Whisman Community Member

Site affiliation, if any:

Are you qualified to vote in the Mountain View Whisman School District? [X] Yes [ ] No

Do you agree to participate actively in this committee for a term of 2 years? [X] Yes [ ] No

Signature: Date: October 24, 2019

Statement: Please write and attach a brief statement describing why you are interested in serving on the Measure B Parcel Tax Oversight Advisory Committee and how you represent the Mountain View Whisman School District community. Give specific details about your relevant financial management experience and/or school district experience, if any.

Applications can be mailed to: Mountain View Whisman School District,
Attn: Dr. Rebecca Westover, Chief Business Officer
1400 Montecito Avenue, Mountain View, CA 94043
or faxed to 650-964-8907.
If you have any questions, please call Dr. Rebecca Westover at 650-526-3500 or email at rwestover@mvwsd.org.

Dr. Rebecca Westover, CBO
Mountain View Whisman School District
1400 Montecito Avenue, Mountain View, CA 94043
Telephone: (650) 526-3500 FAX: (650) 964-8907

Measure B Parcel Tax Oversight Committee Application

Statement of Braid Pezzaglia

October 24, 2019

I offer this statement in support of my application to serve on the Measure B Parcel Tax Oversight Advisory Committee.

I have been a resident homeowner within the Mountain View Whisman School District boundary since 2011. I am married and have two children, one of which is currently enrolled within this district. Our son is a third grader at Landels Elementary School. Our daughter is a ninth grader at Mountain View High School, and was previously a student at Landels Elementary and then Graham Middle. I currently serve on the Mountain View Whisman School District's Measure G Bond Oversight Committee in the capacity as chair. I am in my second two-year term on that committee.

With regard to my financial management history, in addition to currently serving on the referenced bond oversight committee, I am also a small business owner. I have been an attorney for over twenty years with a practice in Santa Clara County, first with a medium size law firm and now as a solo practitioner. I have periodically served on a home owners association board of directors for a 162-unit condominium HOA, which included monthly meetings and involved creating and monitoring budgets, expenditures, balance sheets and income statements, reserve studies, and audits. I most recently completed my third two-year term the first quarter of 2018.

My other committee work includes the Santa Clara County Bar Association (SCCBA) Judiciary Committee and the Civil Practice Committee, serving multiple terms on each committee. I also serve as a Santa Clara County Superior Court appointed Early Settlement Conference Neutral, and as a SCCBA appointed Attorney-Client Fee Arbitrator.

Mountain View Whisman School District

Measure B Parcel Tax Oversight Committee Application

Name Cleave Frink

Address [redacted]

Check Appropriate Box:

- Mountain View Whisman District Homeowner
- Mountain View Whisman District Business Representative
- ✓ Mountain View Whisman Parent or Guardian
- ✓ Mountain View Whisman Community Member

Site affiliation, if any: _

Are you qualified to vote in the Mountain View Whisman School District? ■ Yes D No

Do you agree to participate actively in this committee for a term of 2 years? ■ Yes D No

Signature: _____ Date: 1/8/20

Statement: Please write and attach a brief statement describing why you are interested in serving on the Measure B Parcel Tax Oversight Advisory Committee and how you represent the Mountain View Whisman School District community. Give specific details about your relevant financial management experience and/or school district experience, if any.

Applications can be mailed to: Mountain View Whisman School District, Attn: Dr. Rebecca Westover, Chief Business Officer, 1400 Montecito Ave, Mountain View, CA 94043 or faxed to 650-964-8907. If you have any questions, please call Dr. Rebecca Westover at 650-526-3500 or email at rwstover@mvwsd.org.

Dr. Rebecca Westover, CBO
Mountain View Whisman School District
1400 Montecito Ave, Mountain View, CA 94043
Telephone: (650) 526-3500 FAX: (650) 964-8907

Hello,

Thank you for considering my application for the Measure B Parcel Tax Oversight Committee.

Since I arrived in Mountain View in 2013 I have been committed to doing all I can to help make our schools the best they can be. I believe that Mountain View Whisman Schools have been the perfect educational resource for my family and my son has grown and flourished in the schools in our city. I have served on the Measure G Bond Oversight Committee, I now also serve on the MVLA Bond Oversight committee, I was a co-chair of the Measure B campaign and I am currently co-chair of the Measure T Bond campaign. As such, it would be an honor to serve on this committee and commit to making sure the community has a transparent view of how well the district manages the funds our taxpayers have graciously provided in order to improve our schools and equip our teachers with the best tools for educating our children.

Thanks,

Cleave Frink
[redacted]

Mountain View Whisman School District

Measure B Parcel Tax Oversight Committee Application

Name Jonathan Pettey, Ed.D.

Address [redacted]

City [redacted] Zip Code [redacted]

Preferred Phone # [redacted] Email [redacted]

Check Appropriate Box:

☐ Mountain View Whisman District Homeowner

☐ Mountain View Whisman District Business Representative

☒ Mountain View Whisman Parent or Guardian

☐ Mountain View Whisman Community Member

Site affiliation, if any: Mariano Castro Elementary School

Are you qualified to vote in the Mountain View Whisman School District? ☐ Yes ☒ No

Do you agree to participate actively in this committee for a term of 2 years? ☒ Yes ☐ No

Signature: _ Date: 01/09/2020

Statement: Please write and attach a brief statement describing why you are interested in serving on the Measure B Parcel Tax Oversight Advisory Committee and how you represent the Mountain View Whisman School District community. Give specific details about your relevant financial management experience and/or school district experience, if any.

Applications can be mailed to: Mountain View Whisman School District, Attn: Dr. Rebecca Westover, Chief Business Officer, 1400 Montecito Ave, Mountain View, CA 94043 or faxed to 650-964-8907. If you have any questions, please call Dr. Rebecca Westover at 650-526-3500 or email at rwstover@mvwsd.org.

Dr. Rebecca Westover, CBO
Mountain View Whisman School District
1400 Montecito Ave, Mountain View, CA 94043
Telephone: (650) 526-3500 FAX: (650) 964-8907

Mountain View Whisman School District

[redacted]

PTOC applications

[redacted]

Dr. Rebecca Westover, Chief Business Officer

I am interested in serving on the Measure B Parcel Tax Oversight Advisory Committee. I have a child who is a first grader attending Mariano Castro Elementary School. The first two years of my child's time at Castro have demonstrated to me the compassion and commitment that the teachers, administrators, and fellow parents have for the students of Castro; these two years have also illuminated the challenges and complexity of funding in education.

My interests for joining the Oversight Advisory Committee are to support the growth of our youngest generation - our future. The parcel tax revenue support for the the following are important to the future of all MVWSD's students: Support for English language learners; students having difficulties with reading, writing, or math; growth programs such as science, engineering, and computer science; up to date curriculum and materials; and competitive compensation for the exceptional teachers.

I have specific experiences that will support the work of the oversight advisory committee. I have an Educational Doctorate in Organization and Leadership, and I actively research on topics of leadership, communication, and diversity within education. I serve as a parent member for the K-5 social studies task force and Castro's school site council. I have financial management experience as a current board member for a homeowners association and past board member for a community health center (federally qualified health center).

Attached is a copy of my application. Please feel free to contact me if you have any questions about my interest or experiences. I thank you in advance for your consideration.

Regards,
Dr. Jonathan Pettey
jonathanpettey@gmail.com

Rebecca Westover, Ed.D
[redacted]

Mountain View
Whisman
School District

Measure B Parcel Tax Oversight Committee Application

Name Sara Kopit-Olson

Address [redacted]

City [redacted] Zip Code [redacted]

Preferred Phone # [redacted] Email [redacted]

Check Appropriate Box:

- [x] Mountain View Whisman District Homeowner
- [ ] Mountain View Whisman District Business Representative
- [x] Mountain View Whisman Parent or Guardian
- [ ] Mountain View Whisman Community Member

Site affiliation, if any: Mistral

Are you qualified to vote in the Mountain View Whisman School District? ■ Yes ☐ No

Do you agree to participate actively in this committee for a term of 2 years? ■ Yes ☐ No

Signature: Sara Kopit-Olson Date: 1/10/20

Statement: Please write and attach a brief statement describing why you are interested in serving on the Measure B Parcel Tax Oversight Advisory Committee and how you represent the Mountain View Whisman School District community. Give specific details about your relevant financial management experience and/or school district experience, if any.

Applications can be mailed to: Mountain View Whisman School District, Attn: Dr. Rebecca Westover, Chief Business Officer, 1400 Montecito Ave, Mountain View, CA 94043 or faxed to 650-964-8907. If you have any questions, please call Dr. Rebecca Westover at 650-526-3500 or email at rwstover@mvwsd.org.

Dr. Rebecca Westover, CBO
Mountain View Whisman School District
1400 Montecito Ave, Mountain View, CA 94043
Telephone: (650) 526-3500 FAX: (650) 964-8907

January 10th, 2020

Dear Dr. Westover,
I am interested in serving on the Measure B Parcel Tax Oversight Committee as a way to serve my community and its public schools. I am a Mountain View homeowner and parent to three children, ages 6, 9 and 13. I worked as an elementary school teacher for seven years in the Cambrian School District and am currently a substitute teacher in MVWSD. My experience in financial management consists of overseeing the Gabriela Mistral PTA budget for 4 years as vice-president and president.
Thank you for your consideration.
Sincerely,
Sara Kopit-Olson

Mountain View Whisman School District

Measure B Parcel Tax Oversight Committee Application

Name T. Priyangi Fernando

Address [redacted]

[redacted] [redacted]

Preferred Phone # Email [redacted]

Check Appropriate Box:

- ✓ Mountain View Whisman District Homeowner
- Mountain View Whisman District Business Representative
- ✓ Mountain View Whisman Parent or Guardian
- ✓ Mountain View Whisman Community Member

Site affiliation, if any: _

Are you qualified to vote in the Mountain View Whisman School District? ■ Yes D No

Do you agree to participate actively in this committee for a term of 2 years? ■ Yes D No

Signature: _ Date: 01/01/ 2020

Statement: Please write and attach a brief statement describing why you are interested in serving on the Measure B Parcel Tax Oversight Advisory Committee and how you represent the Mountain View Whisman School District community. Give specific details about your relevant financial management experience and/or school district experience, if any.

Applications can be mailed to: Mountain View Whisman School District, Attn: Dr. Rebecca Westover, Chief Business Officer, 1400 Montecito Ave, Mountain View, CA 94043 or faxed to 650-964-8907. If you have any questions, please call Dr. Rebecca Westover at 650-526-3500 or email at rwstover@mvwsd.org.

Dr. Rebecca Westover, CBO
Mountain View Whisman School District
1400 Montecito Ave, Mountain View, CA 94043
Telephone: (650) 526-3500 FAX: (650) 964-8907

I , T Priyangi Fernando feel I can contribute to the cause in a positive and productive manner because of my overall well rounded experience.
Starting my childhood education in a traditional education system in an international country and finishing (ongoing - never done;) it in California gave me an interesting perspective on education. My journey has brought me to today's view of education and possibilities and I discovered my own style. I researched all types of schools in the Bay Area for my first child and that opened and ended up choosing public schools in both elementary and middle (future high) I believed in public education and feel parent contribution can always benefit the child and the school.

Education - Computer engineering and a minor in Accounting
Professional Experience - In software engineering and management
Volunteering - Knows the school from different angles due to involvement. 9 years actively participating in many different roles has given me an interesting perspective of how everything is connected and work to benefit all aspects.

Stevenson Elementary Active Parent for 9 years (PTO - Pact Foundation and School Activities)
PTO - Pact Foundation -

Board Director, Treasurer for 3 years and was involved in financial team for more than 5 years. Brought the PTO financials from simple setup into quickbooks online. Was incharge of budgeting and financial day to day transactions. Changed the systems and processes that enabled higher productivity, accountability, accuracy in budgeting and financials at any given time.

Site Council Member -

I contributed to the teams for 2 years (2 terms) and engaged in site plans and other site council tasks. I gained a lot of inside and experience on school processes and functionality.

Day to day school teaching -

Art Focus - Active art focus parent who is involved in 4 hours of the art focus education opened my eyes to classroom lesson planning and classroom management
Classroom - Interacting with students and teachers and helping with education has given me the inside of teachers, what works and responsibility and tasks of teachers
Help with after school activities

Fundraising and Social Event -

Throughout the I was involved and initiated fundraising and social events to benefit the community building And more

Crittenden Middle School Active Parent for 3 years in the PTA and School activities.
2 term Board Member, and 2 term Treasurer. Closely worked with the principals through the 3 years and contributed to discussions. This year I'm in the Executive PTA team as a WEB Master. Created a new look for the PTA website and currently in charge of maintaining it.

MVEF - Was a Rep last year and was an active participant in the MVEF. I was involved in discussions and contributed to funding assessments and other discussions.

School Community member - Active participant in discussions related to topic that touches kids in the district and mountain view

Mountain View Whisman School District

Agenda Item for Board Meeting of 1/23/2020

Agenda Category: REVIEW AND ACTION

Agenda Item Title: Developer Mitigation Agreement with The Sobrato Organization (1255 Pear Avenue/North Bayshore Precise Plan)

Estimated Time:

Person Responsible: Dr. Ayindé Rudolph, Superintendent

Background:
The Sobrato Organization ("Developer") proposes to redevelop that certain real property located at 1255 Pear Avenue in Mountain View, Santa Clara County, California, with a new phased mixed-use development consisting of up to 635 residential units (220 units in the "South Residential" or "First Residential Phase" and 415 in the "North Residential" or "Second Residential Phase") and a new 231,210 square foot office building, which will involve the demolition of an existing 103,513 square foot existing industrial building and retaining an existing 156,317 square foot office building.

The Property is within the North Bay Shore Precise Plan ("NBPP"), which was approved by the City of Mountain View on or about December 12, 2017. The NBPP includes the Local School District Strategy, a City policy related to impacts on schools that will serve the residents in the North Bayshore Development Area.

On October 23, 2018, the City approved the Project by Resolution No. 18259.

The District expects that the impacts from the projected development within the NBPP will cause the Districts to construct new schools or significantly increase the capacity of existing schools, to accommodate the additional students that will be generated by the new development.

The District has determined that statutory school fees will not generate sufficient funds to concurrently provide the necessary school facilities to house the students anticipated to be generated from the Project.

The Developer has agreed to provide an amount, in addition to the statutory school fees, to the District pursuant to the City's Local School District Strategy. The Development Agreement is a three-party agreement between the Developer, the District, and the Mountain View Los Altos Union High School District.

Fiscal Implication:
Total Funding is approximately $5,500,000, portions of which may be adjusted annually beginning in June, 2020, based on an inflationary index.

Recommended Action:
That the Board of Trustees approve the proposed Developer Mitigation Agreement: Mountain View Whisman School District & Mountain View-Los Altos Union High School District & The Sobrato Organization.

ATTACHMENTS:

Description	Type	Upload Date
MVWSD-MVLA-Sobrato-Developer Mitigation Agmt	Backup Material	1/16/2020

Developer Mitigation Agreement:
Mountain View Whisman School District &
Mountain View Los Altos Union High School District &
The Sobrato Organization

North Bay Shore Precise Plan: 1255 Pear Avenue Mixed-Use Project

This agreement made and entered **January 28, 2020**, ("**Agreement**") by and between the **Mountain View Whisman School District**, a California public school district and political subdivision of the State of California ("**MVWSD**"), **Mountain View Los Altos Union High School District**, a California public school district and political subdivision of the State of California ("**MVLAUHSD**") (collectively MVWSD and MVLAUHSD are "**Districts**" or individually a "**District**"), and **The Sobrato Organization**, a California corporation ("**Developer**"). Each of these three entities may be referred to as "**Party**" or collectively as the "**Parties**."

Recitals

A. Developer proposes to redevelop that certain real property located at 1255 Pear Avenue in Mountain View, Santa Clara County, California, described in **Exhibit A**, attached hereto and incorporated herein by this reference ("**Property**") with a new phased mixed-use development consisting of (i) up to 635 residential units (220 units in the "**South Residential**" or "**First Residential Phase**" and 415 in the "**North Residential**" or "**Second Residential Phase**") and a new 231, 210 square foot ("**sf**") office building, which will involve the demolition of an existing 103,513 sf existing industrial building and retaining an existing 156,317 sf office building ("**Office Phase**"). The First Residential Phase, Second Residential Phase and the Office Phase are collectively, the "**Project**"; and

B. The Property is within the North Bay Shore Precise Plan ("**NBPP**"), which was approved by the City of Mountain View ("**City**") on or about December 12, 2017. The NBPP includes the Local School District Strategy ("**City's School Strategy**"), a City policy related to impacts on schools that will serve the residents in the North Bayshore Development Area that requires the Developer to "*submit to the School District and the City, a Local School District Strategy intended to support new local schools in or adjacent to the North Bayshore Precise Plan area.*" The NBPP further requires that "*[t]he School District and the Developer shall meet and confer in good faith to develop the School District Strategy to support new local schools. The School District Strategy shall be memorialized as a legally binding agreement. The strategy may include, but is not limited to, land dedication for new school development; additional funding for new school development; TDR strategies to benefit developer(s) that provide new school facilities, benefitting new school facilities; or other innovative strategies supporting schools*"; and

C. On October 23, 2018, the City approved the Project by Resolution No. 18259 (Series 2018 (PL-2017-380), including condition of approval no. 94 (Local School Strategy) and no. 95 (School Fees), and the City Council required the payment of school fees totaling $12 Million for use to serve residents of the Project and certain park fee credits to be applied by the City ("**City Approval**"); and

D. The Districts expect that the impacts from the projected development within the NBPP will cause the Districts to construct new schools or significantly increase the capacity of existing schools, to accommodate the additional students that will be generated by the new development; and

E. Pursuant to Government Code section 65995, et seq. and Education Code section 17620, et seq., MVWSD and MVLAUHSD have adopted school impact fees ("**School Fees**"), which may be assessed on new construction within the Districts' boundaries, including on Developer's Property; and

F. The Districts have determined that the School Fees will not generate sufficient funds to concurrently provide the necessary school facilities to house the students anticipated to be generated from the Project; and

G. Pursuant to the City's School Strategy, Developer has indicated that it does not have any real property (land) to dedicate to the Districts and instead desires to provide funding to the Districts in lieu of providing land; and

H. Districts have fully examined the demographic trends of the area, the present and future cost of school facilities construction, the scope of the Project, and the Project's impacts upon the Districts' need for school facilities; and

I. The Developer desires to assist the Districts with assuring that adequate school facilities are available for the students within the Project by providing an amount, in addition to the School Fees, to the Districts pursuant to the City's School Strategy ("**Additional Funding**"); and

J. Developer has agreed to pay School Fees and a specific amount of Additional Funding to the Districts, together totaling $12 Million, as adjusted and paid pursuant to this Agreement (collectively, the "**Total Funding Amount**"), with the understanding that the Districts may not assess any further amounts or fees against the Developer related to the Project and that the School Fees and Additional Funding will be earmarked by the Districts and used to provide facilities for transitional or pre-kindergarten through twelfth grade students that will be generated by Developer's Project, and that the Additional Funds will be returned, as adjusted and provided in this Agreement, if unused within ten years as provided herein; and

K. Developer understands that Districts will be relying upon the funding as set forth herein to make certain irreversible decisions regarding planning for school facilities, including without limitation applying for state matching funds, land acquisition, retaining of architects and construction; and the District acknowledges the Developer is under no affirmative obligation to build any or all of the Project.

In consideration of the covenants and conditions herein, it is mutually agreed between the Parties hereto as follows:

Agreement

1. **Developer Payments and Timing.** Developer shall make the following payments pursuant to this Agreement for its development of the Project, as follows:

   1.1. **School Fees.** For each Phase of the Project (as described in 1.3, below), Developer shall pay the normal and standard amount of School Fees allocated per District, in the specified school rates in effect at the time, at issuance of the first building permit for that Phase.

   1.2. **Additional Funding.** In addition to the School Fees, the Developer shall pay the Additional Funding due for each of the First Residential Phase and the Second Residential Phase at the time of issuance of the first building permit for each such Phase, as set forth and adjusted below. The Additional Funding shall be adjusted starting on the later of two (2) years from the issuance of the first building permit for any Phase of the Project or June 30, 2022 ("**Date of Adjustment**"), and on each annual anniversary of the Date of Adjustment, based on the Engineering News-Record construction cost index for San Francisco, California for the prior year ("**CCI**"). The Additional Funding for both residential Phases will be calculated by subtracting the total applicable School Fees for all three Phases from the total of **Twelve Million Dollars** ($12,000,000) using the rates in effect at the time of calculation or the actual amount of School Fees paid, as applicable, then adjusting the remainder to include CCI, if applicable after the Date of Adjustment, and then splitting the resulting amount 41.2% to MVWSD and 58.8% to MVLAUHSD. For the purposes of clarity, the Districts acknowledge that, if and to the extent School Fees increase over current rates, the amount of Additional Funding will be reduced accordingly such that the Project will not be required to pay any more than the Total Funding Amount.

      1.2.1. **First Residential Phase – First Example of Additional Funding Calculation (no CCI).** For example, assume it is January 1, 2020, School Fees remain at the rates in effect as of the execution date of this Agreement, the Office Phase has obtained its building permit and paid the applicable School Fees, and Developer is seeking its first building permit for the First Residential Phase. The calculation of the Additional Funding to be paid for the First Residential Phase would be as follows:

Total Funding	Less Estimated and/or Paid School Fees for all Phases	Pro-rata Share for First Residential Phase = 34.6%	Additional Funding	Distribution to MVWSD 41.2%	Distribution to MVLAUHSD 58.8%
$12,000,000	($2,184,097)	x 0.346	= **$3,396,302**	$1,399,276	$1,997,026

Additional Funding = ($12,000,000 – $2,184,097 [total estimated and/or paid School Fees for all Phases]) x 34.6% (pro-rata share for First Residential Phase) = $3,396,302, distributed in the amount of $1,399,276 (41.2%) to MVWSD and in the amount of $1,997,026 (58.8%) to MVLAUHSD.

1.2.2. First Residential Phase - Second Example of Additional Funding Calculation (Subject to CCI). Assume the same facts as above, except that it is July 1, 2022 (after the Date of Adjustment) and the amount of the CCI increase for the prior year is 4%. The calculation of the Additional Funding to be paid would be as follows:

Total Funding	Less Estimated and/or Paid School Fees for all Phases	Pro-rata Share for First Residential Phase = 34.6%	Additional Funding	CCI Adjustment to Additional Funding	Distribution to MVWSD 41.2%	Distribution to MVLAUHSD 58.8%
$12,000,000	($2,184,097)	x 0.346	= $3,396,302	x 1.04 = **$3,532,154**	$1,455,247	$2,076,907

Additional Funding = {($12,000,000 – $2,184,097 [total estimated and/or paid School Fees for all Phases]) x 34.6% (pro-rata share for First Residential Phase)} + 4% (CCI) = $3,532,154, distributed in the amount of $1,455,247 (41.2%) to MVWSD and in the amount of $2,076,907 (58.8%) to MVLAUHSD.

1.2.3. Second Residential Phase – Example of Additional Funding Calculation (Subject to CCI). For example, assume it is July 1, 2023, School Fees remain at the rates in effect as of the execution date of this Agreement, the Office Phase and First Residential Phase have each obtained a building permit and paid the amounts due under this Agreement, the second annual CCI adjustment is 3% (for a total of 7% since the Date of Adjustment) and Developer is seeking its first building permit for the Second Residential Phase. The calculation of the Additional Funding to be paid for the Second Residential Phase would be as follows:

Total Funding	Less Amounts Paid School Fees for all Phases	Pro-rata Share for Second Residential Phase = 65.4%	Additional Funding	CCI Adjustment to Additional Funding	Distribution to MVWSD 41.2%	Distribution to MVLAUHSD 58.8%
$12,000,000	($2,184,097)	x 0.654	= $6,419,600	x 1.07= **$6,868,972**	$2,830,016	$4,038,956

Additional Funding = {($12,000,000 – $2,184,097 [total paid School Fees for all Phases]) x 65.4% (pro-rata share for Second Residential Phase)} + 7%

(4% +3%) total CCI = $6,868,972, distributed in the amount of $2,830,016 (41.2%) to MVWSD and in the amount of $4,038,956 (58.8%) to MVLAUHSD.

1.3. **Phases.** The Developer shall pay the School Fees and Additional Funding in no more than three (3) payments each based on the following three (3) phases of construction (each a "**Phase**" and collectively "**Phases**"), as follows:

1.3.1. **Office Phase.** Developer will pay the then-applicable School Fees in the normal course at the commercial rate for the entire Office Phase at the time when the first building permit is requested for the Office Phase of the Project. No Additional Funding will be paid for this Phase. The Additional Funding, however, will be reduced by the amount of School Fees paid for the Office Phase. The Parties acknowledge that the Office Phase assessable square footage shall be reduced by the existing 103,513 sf existing industrial building which will be demolished in accordance with applicable law.

1.3.2. **First Residential Phase.** Developer shall pay the then-applicable School Fees in the normal course at the residential rate for the entire First Residential Phase when required for the issuance of the first building permit for the First Residential Phase of the Project. The pro-rata share of the Additional Funding for the First Residential Phase is **thirty-four-point six percent (34.6%)**.

1.3.3. **Second Residential Phase.** Developer shall pay the then-applicable School Fees in the normal course at the residential rate for the entire Second Residential Phase when required for the issuance of the first building permit for the Second Residential Phase of the Project. The pro-rata share of the Additional Funding for the Second Residential Phase is **sixty-five-point four percent (65.4%)**.

1.4. Notwithstanding any provision herein to the contrary, in no event shall the Total Funding be less than $12,000,000, including School Fees at the time of payment and the Additional Funding, as adjusted by CCI as applicable under Section 1.2, at the time all three Phases have received building permits and such payments are due and owing as provided herein. For the purpose of clarity, nothing in this Agreement commits the Developer to build any or all Phases of the Project or to pay School Fees or Additional Funding except in connection with Developer's development as evidenced by Developer's request for issuance of a building permit for each Phase, and if the Developer does not request a building permit for any (or all) Phase(s), no School Fees or Additional Funding attributable to that Phase shall be owed.

2. **Additional Charges.** The Developer Payments proposed by this Agreement are in lieu of any fees the Districts might have imposed under the School Fee Legislation or any other

authorization the Districts may have to collect fees and in lieu of providing a land dedication under the City School Strategy. Developer shall not be required to pay the Districts any fees, charges or dedications in addition to the Mitigation Amount required by this Agreement above except as follows:

2.1. Nothing in this section shall prevent the Districts from seeking voter approval for additional funding for school facilities, for example from general obligation bonds submitted to the voters in the community. Developer shall not be relieved from paying additional amounts for school facilities approved by the voters so long as the additional amounts are applicable to the majority of owners of property in the Districts and are not intended to apply primarily to new development or new construction; provided, however, the Developer does not waive any legal rights to participate in and/or protest and/or vote against such proposed approvals.

2.2. Nothing in this section shall prevent the Districts from collecting assessments already levied or levied in the future for a maintenance and recreation assessment, provided any new assessment is not intended to apply primarily to new development or new construction.

2.3. Judicial decisions and/or future legislation that alters the authority of Districts or any other governmental entity to impose, levy or collect school mitigation fees shall not affect the validity of the terms or conditions of this Agreement.

3. **Changes in Law.** The parties acknowledge and agree that the Legislature may enact new laws or amend existing laws with regard to the authority of school districts and/or other governmental agencies to impose, levy or collect school mitigation fees, including but not limited to the operation of School Fee Legislation, (collectively "**Changes in the Law**"). The parties agree that any Changes in the Law shall not affect the validity of any of the terms or conditions of this Agreement.

4. **Mitigation.** Districts agree that the measures set forth herein, when implemented, will satisfy in full Developer's obligations respecting school facilities for the Project. Districts agree not to oppose the Project and its development, whether directly or indirectly through interactions with any applicable city, county, or any other federal, state or local entity. As long as Developer is in compliance with this Agreement, Districts agree not to seek other forms of mitigation of any kind from Developer or the City within the Project related to the provision of school and educational facilities to serve the students from the Project.

5. **Exclusive Use of Developer Payments**. Districts further agree that the Additional Funding will be exclusively used to provide facilities to any transitional or pre-kindergarten through twelfth grade students that will be generated by Developer's Project. The Developer Payments will be held in Fund 25, the account into which all school district developer fees must be held. These funds will not be co-mingled with the Districts' general funds. The Developer, and its successors and assigns of the residential portions of the Project, shall have the right to challenge the use of these funds for these purposes, as described in the

Mitigation Fee Act (Gov. Code § 66001, et seq.). The statute of limitations for actions under the Mitigation Fee Act (Gov. Code §, 66020, subdiv. (d)) shall be tolled for 10 years after the date of occupancy of the last residential Phase. If the Additional Funding is not expended by the District for an approved use as indicated here within ten (10) years of occupancy of the last residential Phase for which the Additional Funding was paid, that Additional Funding shall be refunded in full to the Developer. The Districts understand that Developer intends to present this Agreement to the City to demonstrate Developer's compliance with the City's School Strategy, but such presentation is not a condition of this Agreement.

6. **Support, Cooperation and Waiver of Protest.** Payment of the Mitigation Amount as set forth herein shall be made by Developer without protest. Developer voluntarily enters this Agreement and knowingly and willingly waives all rights of protest under Government Code sections 66020, 66021 or 66024, except as described in the "Exclusive Use of Developer Payments" section above as a challenge to the Districts' use of the Developer Payments. Developer agrees that the payments provided for herein may be in excess of any amounts payable pursuant to the School Fee Legislation and that such payments are not fees, charges, dedications or any other requirements within the meanings of the School Fee Legislation, but are completely voluntary payments made by Developer to obtain the City Approvals and assist the Districts in providing school facilities and to enhance the marketability of the Project.

7. **State Funding.** The Parties acknowledge that the Developer's payment of the Developer Payments will not be adjusted if either District seeks and receives any funds from the State.

8. **Agreement Binding on Successors in Interest.** The burdens of this Agreement bind and the benefits of this Agreement inure to the successors in interest to the parties. This Agreement may be recorded and shall run with the land only until conclusion of the Term or June 30, 2029, whichever is earlier. The Developer has the right to sell each Phase of the Project and shall provide a copy of this Agreement to any purchaser(s). The Developer has the right to partially assign this Agreement to such purchaser of any Phase and upon sale and transfer the Developer shall be released from the portion sold and assigned. The Developer and/or the new owner shall provide notice to the District of such sale within 30 days of closing.

9. **Notices.** All notices, or other communications required or permitted by this Agreement shall be in writing and shall be duly served and given when personally delivered or sent via overnight delivery, addressed as follows:

MVWSD:	**With copy to:**
Mountain View Whisman School District 1400 Montecito Avenue Mountain View, CA 94043 Attention: Superintendent	Philip J. Henderson Orbach Huff Suarez + Henderson, LLP 6210 Stoneridge Mall Rd., Suite 210 Pleasanton, CA 94588

MVLAUHSD: Mountain View Los Altos Union High School District 1299 Bryant Avenue Mountain View, CA 94040 Attention: Superintendent	**With copy to:** Charles Seaman Reed Smith 101 Second Street, Suite 1800 San Francisco, CA 94105
Developer: **The Sobrato Organization** 599 Castro St., Suite 400 Mountain View, CA 94041 Attention: Tim Steele	**With copy to:** Holland & Knight 50 California St., Suite 2800 San Francisco, CA 94111 Attention: Tamsen Plume

10. **Term.** This agreement shall become effective upon execution and shall remain in full force and effect until the earlier of (i) the termination/expiration of the City Approval or (ii) the Project is fully developed and completed pursuant to the City Approval, and the Districts' respective obligations under Section 5 have been satisfied ("**Term**"). Notwithstanding these provisions, this agreement will terminate no later than June 30, 2029.

11. **Entire Agreement**. This Agreement constitutes the entire understanding and agreement between the parties and supersedes all previous negotiations among them. Except as otherwise expressly provided, neither this Agreement nor any of its terms may be amended, modified or waived except by written agreement.

12. **Counterparts.** This Agreement may be executed in several counterparts, each of which shall be an original and all of which shall constitute but one and the same Agreement.

13. **California Law.** This Agreement shall be governed and construed in accordance with the laws of the State of California and venue for any action concerning this Agreement shall be in Santa Clara County, California.

14. **Additional Representations and Warranties**.

14.1. Developer represents and warrants that the individual(s) executing this Agreement on its behalf have the legal power, right and actual authority to bind the Developer to the terms and conditions of this Agreement.

14.2. Districts represents and warrants that the individual(s) executing this Agreement on behalf of Districts have the legal power, right and actual authority to bind the Districts to the terms and conditions of this Agreement.

15. **Incorporation of Recitals and Exhibit**. The Recitals and Exhibit A attached hereto are hereby incorporated herein by reference.

16. **Time**. Time is of the essence of this Agreement and of each and every term.

17. **Attorneys' Fees**. In the event of any action or proceeding brought by either party against the other party under this Agreement, the prevailing party shall be entitled to recover its reasonable attorney's fees and costs in such action or proceeding in such amount as the court may adjudge.

Accepted and agreed on the date indicated below:

Dated: _____, 2020

Mountain View Whisman School District

Signature: _____

Print Name: _____

Print Title: _____

Dated: _____, 2020

The Sobrato Organization

Signature: _____

Print Name: _____

Print Title: _____

Dated: _____, 2020

Mountain View Los Altos Union High School District

Signature: _____

Print Name: _____

Print Title: _____

Exhibit A

MAP AND
LEGAL DESCRIPTION OR STREET ADDRESS OF
SUBJECT PROPERTY ARE ATTACHED ON NEXT PAGE.

Mountain View Whisman School District

Agenda Item for Board Meeting of 1/23/2020

Agenda Category: REVIEW AND DISCUSSION

Agenda Item Title: 2018-2019 Financial Audit Report (20 minutes)

Estimated Time:

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

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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 2018-2019 ended June 30, 2019. A representative from the audit firm Christy White & Associates will present the audit and answer questions.

Fiscal Implication:
None.

Recommended Action:
No action required.

ATTACHMENTS:

Description	Type	Upload Date
2018-2019 Financial Audit Presentation	Backup Material	1/16/2020
2018-19 Financial Audit	Backup Material	1/17/2020

MOUNTAIN VIEW WHISMAN SCHOOL DISTRICT

FINANCIAL AUDIT PRESENTATION

FISCAL YEAR ENDING JUNE 30, 2019

PRESENTED BY: KYLE MONTGOMERY, CPA

CHRISTY WHITE

Audit Report

The District's responsibility:

- Design and implement effective internal controls
- Preparation and fair presentation of the financial statements

The Auditor's (CWA's) responsibility:

- To obtain reasonable assurance that financial statements are materially correct and provided related audit opinion(s)
- Opinion does not address the financial condition of the District

Independent Auditors' Report

Unmodified Opinion (best possible audit opinion)

PDF Page 5:

In our opinion, the financial statements referred to above **present fairly, in all material respects**, the respective financial position of the governmental activities, each major fund, and the aggregate remaining fund information of Mountain View Whisman School District, as of June 30, 2019, and the respective changes in financial position and, where applicable, cash flows thereof for the year then ended **in accordance with accounting principles generally accepted in the Unified States of America.**

Internal Control Over Financial Reporting

Financial Statements, Internal Control Over Financial Reporting with Government Auditing Standards : Cash, Accounts Receivable, Capital Assets, Accounts Payable, Associated Student Body, Long Term Liabilities, Journal Entry Process

- Significant deficiency – None Reported
- Material Weakness – No

Additional Opinion – Federal

Compliance for Federal program and Internal Control Over Compliance :

Major program tested:

- Special Education Cluster
- Unmodified Opinion (Best Possible Audit Opinion)
- Significant deficiency – No
- Material Weakness – No

Additional Opinion – State

Report on State Compliance:

Attendance	K-3 Grade Span Adjustment
Teacher Certification & Missasignments	Transportation Maintenance of Effort
Kindergarten Continuance	Comprehensive School Safety
Instructional Time	California Clean Energy Jobs Act
Instructional Materials	ASES
Admin Teacher Ratio	Proper Exp. Of EPA Funds
Classroom Teacher Salaries	Unduplicated LCFF Pupil Count
Gann Limit Calculation	Local Control and Accountability Plan
School Accountability Report Card	

- Unmodified Opinion (Best Possible Audit Opinion)
- Significant deficiency – None Reported
- Material Weakness – No

Management Letter

PDF Page 86 (Final Page of the Audit Report)

Provides recommendation for improvement to internal controls over cash receipting but is not considered a significant deficiency for reporting purposes.

Business Office Cash Receipting – Segregation of Duties

Observation: Proper internal controls are necessary for cash receipting and collections at the District Office to ensure adequate segregation of duties. During our testing of internal control procedures related to cash receipting at the district level, we noted deficiencies in internal controls related to segregation of duties. Currently, the cash and checks that the District receives from various collection points are receipted by the account technician in the business office. The account technician will then record all cash and checks received into the financial system and prepared for deposit.

Recommendation: In order to mitigate the risk related to lack of proper segregation of duties outlined above, the responsibilities of creating the initial record of each receipt and deposit preparation should be performed by separate individuals. Once the deposit has been prepared, we recommend requiring an independent review for accuracy prior to completion of the deposit.

MOUNTAIN VIEW WHISMAN SCHOOL DISTRICT

FINANCIAL AUDIT PRESENTATION

FISCAL YEAR ENDING JUNE 30, 2019

PRESENTED BY: KYLE MONTGOMERY, CPA

CHRISTY WHITE

Audit Report

The District's responsibility:

- Design and implement effective internal controls
- Preparation and fair presentation of the financial statements

The Auditor's (CWA's) responsibility:

- To obtain reasonable assurance that financial statements are materially correct and provided related audit opinion(s)
- Opinion does not address the financial condition of the District

Independent Auditors' Report

Unmodified Opinion (best possible audit opinion)

PDF Page 5:

In our opinion, the financial statements referred to above **present fairly, in all material respects**, the respective financial position of the governmental activities, each major fund, and the aggregate remaining fund information of Mountain View Whisman School District, as of June 30, 2019, and the respective changes in financial position and, where applicable, cash flows thereof for the year then ended **in accordance with accounting principles generally accepted in the Unified States of America.**

Internal Control Over Financial Reporting

Financial Statements, Internal Control Over Financial Reporting with Government Auditing Standards : Cash, Accounts Receivable, Capital Assets, Accounts Payable, Associated Student Body, Long Term Liabilities, Journal Entry Process

- Significant deficiency – None Reported
- Material Weakness – No

Additional Opinion – Federal

Compliance for Federal program and Internal Control Over Compliance :

Major program tested:

- Special Education Cluster
- Unmodified Opinion (Best Possible Audit Opinion)
- Significant deficiency – No
- Material Weakness – No

Additional Opinion – State

Report on State Compliance:

Attendance	K-3 Grade Span Adjustment
Teacher Certification & Missasignments	Transportation Maintenance of Effort
Kindergarten Continuance	Comprehensive School Safety
Instructional Time	California Clean Energy Jobs Act
Instructional Materials	ASES
Admin Teacher Ratio	Proper Exp. Of EPA Funds
Classroom Teacher Salaries	Unduplicated LCFF Pupil Count
Gann Limit Calculation	Local Control and Accountability Plan
School Accountability Report Card	

- Unmodified Opinion (Best Possible Audit Opinion)
- Significant deficiency – None Reported
- Material Weakness – No

Management Letter

PDF Page 86 (Final Page of the Audit Report)

Provides recommendation for improvement to internal controls over cash receipting but is not considered a significant deficiency for reporting purposes.

Business Office Cash Receipting – Segregation of Duties

Observation: Proper internal controls are necessary for cash receipting and collections at the District Office to ensure adequate segregation of duties. During our testing of internal control procedures related to cash receipting at the district level, we noted deficiencies in internal controls related to segregation of duties. Currently, the cash and checks that the District receives from various collection points are receipted by the account technician in the business office. The account technician will then record all cash and checks received into the financial system and prepared for deposit.

Recommendation: In order to mitigate the risk related to lack of proper segregation of duties outlined above, the responsibilities of creating the initial record of each receipt and deposit preparation should be performed by separate individuals. Once the deposit has been prepared, we recommend requiring an independent review for accuracy prior to completion of the deposit.

Mountain View Whisman School District

Agenda Item for Board Meeting of 1/23/2020

Agenda Category: REVIEW AND DISCUSSION

Agenda Item Title: 2018-2019 Measure G Bond Program Financial and Performance Audit Report (20 minutes)

Estimated Time:

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

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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 Bond Program Financial and Performance Audit Report for the Fiscal Year 2018-2019 ended June 30, 2019. A representative from the audit firm Christy White & Associates will present the audit and answer questions.

Fiscal Implication:
None.

Recommended Action:
No action required.

ATTACHMENTS:

Description	Type	Upload Date
2018-2019 Measure G Bond Program Financial and Performance Audit Presentation	Backup Material	1/16/2020
2018-19 Measure G audit	Backup Material	1/17/2020

MOUNTAIN VIEW WHISMAN SCHOOL DISTRICT

MEASURE G BOND BUILDING FUND

FINANCIAL & PERFORMANCE AUDIT

FISCAL YEAR ENDING JUNE 30, 2019

PRESENTED BY: KYLE MONTGOMERY, CPA

CHRISTY WHITE

Introduction and Citizens' Oversight Committee (COC) Member Listing

- Verify the District has established a COC and is actively seeking community participation
- Ensure composition of the committee in comparison with Education Code requirements (7 Members)
- Frequency of COC meetings relative to current stage of program in bond life cycle
- Verify District has provided most recent audit to COC within 3 months of issuance per Senate Bill 581
- Verify COC issues annual report per 15280(b)

Audit Objectives – Financial

A financial statement audit is the examination of an entity's financial statements and accompanying disclosures by an independent auditor. The result of this examination is a report by the auditor, attesting to the fairness of presentation of the financial statements and related disclosures. The auditor's report must accompany the financial statements when they are issued to the intended recipients.

Note: Were are only issuing an opinion on the Measure G Bond Building Fund

Opinion – On Financial Statements

PDF Page 4, first paragraph:

In our opinion, the financial statements referred to **above present fairly,** in all material respects, the respective financial position of the *Measure G Bond Building Fund of Mountain View Whisman School District* as of June 30, 2019, and the respective changes in financial position for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Financial – Substantive Procedures

- Cash – Review county treasury records to confirm accuracy
- Accounts receivable - Confirm account balances, investigate subsequent collections, mainly relates to interest earned on cash in county treasury (Q4 interest accounted for in 2018-19 fiscal year)
- Accounts payable – Confirm significant accrued invoice amounts, test year-end cutoff to determine if there are any unrecorded amounts.
- *Revenue* – Typically only interest revenue. Examine escrow statements and official statements to determine recorded correctly
- *Expenditures* – Examine documents supporting a selection of expenditures and interfund transfers, review subsequent transactions.

Audit Objectives – Performance

"Performance audits entail an objective and systemic examination of evidence to provide an independent assessment of the **performance and management of a program against objective criteria**."

- U.S. Government Accountability Office (GAO)

Performance Testing – Expenditure Testing

Measure G Bond Building Fund – Coverage Amounts

- $14.6 million (30%) of project expenditures
- $43,181 (73%) of personnel expenditures

Performance Testing – Site Review

Measure G Bond Building Fund

- Bubb Elementary School
  - Classroom Modernization
  - Expansion
  - Reconfiguration
- Stevenson Elementary School
  - Multi-Purpose Room
  - New Classroom Buildings
  - Library
  - Administration Building

Performance Testing – Public Bidding & Change Orders

Measure G Bond Building Fund

- Bidding
  - Stevenson Landscaping Project
  - District Monument Signs
- Change Orders
  - Beals Martin & Associates
  - Premier Builders

Report on Performance

Internal Controls

- Significant Deficiency – None Reported
- Material Weakness – No

Performance – Unmodified Opinion

In our opinion, based on the fieldwork described above as well as the other tests that we conducted, the District **complied with the compliance requirements** for the Measure G as listed and tested.

MEASURE G BOND BUILDING FUND
OF
MOUNTAIN VIEW WHISMAN SCHOOL DISTRICT

FINANCIAL AND PERFORMANCE BOND AUDIT REPORT
FOR THE YEAR ENDED JUNE 30, 2019

MOUNTAIN VIEW WHISMAN SCHOOL DISTRICT
MEASURE G BOND BUILDING FUND
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FOR THE YEAR ENDED JUNE 30, 2019

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MOUNTAIN VIEW WHISMAN SCHOOL DISTRICT
MEASURE G BOND BUILDING FUND
INTRODUCTION AND CITIZENS' OVERSIGHT COMMITTEE MEMBER LISTING
JUNE 30, 2019

The Mountain View Whisman School District services over 70,000 residents and over 5,000 students. The District is located at the southern tip of the San Francisco Bay and is comprised of eight elementary and two middle schools. There were no changes in boundaries during the last fiscal year.

On June 5, 2012, 67.58% of local voters passed Measure G, which generates funding to provide safe, efficient, and modern facilities for Mountain View Whisman School District students and staff. The approval percentage was the highest in Santa Clara County and the 4th highest of the 34 school bond measures in the State of California.

The District has issued $198 million in Measure G general obligation bonds in order to provide funding for the repair, upgrade and expansion of district school sites. The general obligation bonds will be repaid through assessments on residential and commercial property located within the Mountain View Whisman School District. The annual cost to local property owners is limited to $30 per $100,000 of assessed property value.

All projects funded by the issuance of Measure G general obligation bonds are subject to review both by the District's Board of Trustees and the independent citizens' oversight committee. The District has also provided many public forums to present progress and seek input from community members, parents, and staff.

Measure G is a Proposition 39 bond. Proposition 39 was enacted by the voters on November 7, 2000 and changed the required majority for local voter approval of public school and community college general obligation bonds from two-thirds to fifty-five percent of votes. It also required school districts to provide facilities to charter schools operating within their jurisdictions. The passage of Proposition 39 in November 2000 amended the California Constitution to include accountability measures. Specifically, the District must conduct an annual independent performance audit to ensure that funds have been expended only on the specific projects listed as well as an annual independent financial audit of the proceeds from the sale of the bonds until all of the proceeds have been expended for facilities projects.

Upon passage of Proposition 39, an accompanying piece of legislation, AB 1908 (Chapter 44, Statutes of 2000), was also enacted, which amended the Education Code to establish additional procedures which must be followed if a District seeks approval of a bond measure pursuant to the 55% majority authorized in Measure G including formation, composition and purpose of the Citizens' Oversight Committee, and authorization for injunctive relief against the improper expenditure of bond proceeds.

The Citizens' Oversight Committee was comprised of the following members as of June 30, 2019:

Name	Representation	Title
Braid Pezzaglia	Parent	Chair
Betsy Fowler	Senior Citizen	Vice Chair
Uma Srinivasan	Parent Active in PTA	Member
Marlie Jacobs	Parent Active in PTA	Member
Fiona Walter	Business Community	Member
Cleave Frink	Member Tax Organization	Member
Hafsa Mirza	Member at Large	Member
Joey Mercer	Member at Large	Member

INDEPENDENT AUDITORS' REPORT

Governing Board Members and
Measure G Citizens' Oversight Committee
Mountain View Whisman School District
Mountain View, California

Report on the Financial Statements

We have audited the accompanying financial statements of the Measure G Bond Building Fund of Mountain View Whisman School District (the "District"), as of and for the year ended June 30, 2019, and the related notes to the financial statements, as listed in the table of contents.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditors' Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the Measure G Bond Building Fund of Mountain View Whisman School District, as of June 30, 2019, and the changes in financial position thereof for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Emphasis of Matter

As discussed in Note 1A, the financial statements present only the Measure G Bond Building Fund and do not purport to, and do not present fairly the financial position of the Mountain View Whisman School District, as of June 30, 2019, the changes in its financial position for the year then ended in accordance with accounting principles generally accepted in the United States of America. Our opinion is not modified with respect to this matter.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated January 14, 2020, on our consideration of the District's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters specific to the Measure G Bond Building Fund. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the Measure G Bond Building Fund's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the District's internal control over financial reporting and compliance.

Report of Other Legal and Regulatory Requirements

In accordance with the requirements of Proposition 39, as incorporated in California Constitution Article 13A, we have issued our performance audit dated January 14, 2020, on our consideration of the District's compliance with the requirements of Proposition 39 as it directly relates to the Measure G Bond Building Fund. That report is an integral part of our audit of the Measure G Bond Building Fund of Mountain View Whisman School District, as of and for the year ended June 30, 2019, and should be considered in assessing the results of our financial audit.

Christy White, Inc.

San Diego, California
January 14, 2020

FINANCIAL SECTION

MOUNTAIN VIEW WHISMAN SCHOOL DISTRICT
MEASURE G BOND BUILDING FUND
BALANCE SHEET
JUNE 30, 2019

ASSETS		
Cash and investments	$	6,960,979
Accounts receivable		45,358
Prepaid expenditures		1,141,974
Total Assets	$	8,148,311
LIABILITIES		
Accounts payable	$	1,846,694
Total Liabilities		1,846,694
FUND BALANCES		
Nonspendable		1,141,974
Restricted for capital projects		5,159,643
Total Fund Balances		6,301,617
Total Liabilities and Fund Balances	$	8,148,311

The accompanying notes to financial statements are an integral part of this statement.

MOUNTAIN VIEW WHISMAN SCHOOL DISTRICT
MEASURE G BOND BUILDING FUND
STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCE
FOR THE FISCAL YEAR ENDED JUNE 30, 2019

REVENUES		
Interest income	$	387,061
Other local revenue		2,339,532
Total Revenues		2,726,593
EXPENDITURES		
Facilities acquisition and construction		49,332,575
Total Expenditures		49,332,575
Excess (Deficiency) of Revenues Over (Under) Expenditures		(46,605,982)
OTHER FINANCING SOURCES		
Transfers in		1,145,347
Total Other Financing Sources		1,145,347
Net Change in Fund Balance		(45,460,635)
Fund Balance, July 1, 2018		51,762,252
Fund Balance, June 30, 2019	$	6,301,617

The accompanying notes to financial statements are an integral part of this statement.

NOTE 1 – SIGNIFICANT ACCOUNTING POLICIES

A. Reporting Entity

The Mountain View Whisman School District (the "District") accounts for its financial transactions in accordance with the policies and procedures of the Department of Education's *California School Accounting Manual.* The accounting policies of the District conform to generally accepted accounting principles as prescribed by the Governmental Accounting Standards Board (GASB) and the American Institute of Certified Public Accountants (AICPA).

The District operates under a locally elected Board form of government and provides educational services to grades TK-8 as mandated by the state. The District is located at the southern tip of the San Francisco Bay and is comprised of eight elementary and two middle schools.

On June 5, 2012, the District voters authorized up to $198 million in general obligation bonds ("Measure G") to repair, upgrade, and expand local schools. Funds will be generated through the sale of general obligation bonds, which will be repaid through assessments on residential and commercial property located within the Mountain View Whisman School District. The annual cost to local property owners is limited to $30 per $100,000 of assessed property value.

An advisory committee to the District's Governing Board and Superintendent, the Measure G Citizens' Oversight Committee ("COC") was established pursuant to the requirements of state law and the provisions of Measure G. The purpose of the COC is to inform the public concerning the use of bond proceeds. The COC is required by state law to actively review and report on the proper expenditure of taxpayers' money for school construction. The COC provides oversight and advises the public as to whether the District is spending the Measure G Bond Building Fund for school capital improvements within the scope of projects outlined in the Measure G Bond Building Fund Project List. In fulfilling its duties, the COC reviews, among other things, the District's annual performance and financial audits of Measure G activity.

The statements presented are for the individual Measure G Bond Building Fund of the District, consisting of the net construction proceeds of Measure G general obligation bonds as issued by the District, through the County of Santa Clara, and are not intended to be a complete presentation of the District's financial position or results of operations.

B. Accounting Policies

The District accounts for its financial transactions in accordance with the policies and procedures of the California Department of Education's *California School Accounting Manual.* The accounting policies of the District conform to generally accepted accounting principles as prescribed by the Governmental Accounting Standards Board ("GASB") and the American Institute of Certified Public Accountants ("AICPA").

NOTE 1 – SIGNIFICANT ACCOUNTING POLICIES (continued)

C. Basis of Accounting

Basis of accounting refers to when revenues and expenditures are recognized in the accounts and reported in the financial statements. Basis of accounting relates to the timing of measurement made, regardless of the measurement focus applied.

The financial statements are presented on the modified accrual basis of accounting. Under the modified accrual basis of accounting, revenues are recorded when susceptible to accrual; i.e., both measurable and available. "Available" means the resources will be collected within the current fiscal year or are expected to be collected soon enough thereafter to be used to pay liabilities of the current fiscal year. Expenditures are generally recognized under the modified accrual basis of accounting when the related liability is incurred.

D. Encumbrances

Encumbrance accounting is used in all budgeted funds to reserve portions of applicable appropriations for which commitments have been made. Encumbrances are recorded for purchase orders, contracts, and other commitments when they are written. Encumbrances are liquidated when the commitments are paid.

E. Cash and Investments

In accordance with Education Code Sections 15357 and 41001, the Measure G Bond Building Fund maintains its cash in the Santa Clara County Treasury. The county pools these funds with those of other districts in the county and invests the cash. These pooled funds are carried at cost, which approximates market value. Interest earned is deposited quarterly into participating funds. Any investment losses are proportionately shared by all funds in the pool.

F. Use of Estimates

The preparation of financial statements in conformity with generally accepted accounting principles requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenditures during the reporting period. Actual results could differ from those estimates.

G. Budgets and Budgetary Accounting

Annual budgets are adopted on a basis consistent with generally accepted accounting principles for all government funds. By state law, the District's Governing Board must adopt a budget no later than July 1. A public hearing must be conducted to receive comments prior to adoption. The District's Governing Board satisfied these requirements.

These budgets are revised by the District's Governing Board during the year to give consideration to unanticipated income and expenditures. Formal budgetary integration was employed as a management control device during the year for all budgeted funds. The District employs budget control by minor object and by individual appropriation accounts. Expenditures cannot legally exceed appropriations by major object account.

NOTE 1 – SIGNIFICANT ACCOUNTING POLICIES (continued)

H. Fund Balance

Under GASB Statement No. 54, fund balance is divided into five classifications based primarily on the extent to which the District is bound to observe constraints imposed upon the use of the resources in the governmental funds. The fund balance in Measure G Bond Building Fund is considered restricted, with a portion classified as nonspendable.

The restricted fund balance classification reflects amounts subject to externally imposed and legally enforceable constraints. Such constraints may be imposed by creditors, grantors, contributors, or laws or regulations of other governments, or may be imposed by law through constitutional provisions or enabling legislation.

The nonspendable fund balance classification reflects amounts that are not in spendable form. Examples include inventory, prepaid items, the long-term portion of loans receivable, and nonfinancial assets held for resale. This classification also reflects amounts that are in spendable form but that are legally or contractually required to remain intact, such as the principal of a permanent endowment.

NOTE 2 – CASH AND INVESTMENTS

Summary of Cash and Investments

Cash and investments as of June 30, 2019 consist of the following:

Cash in county treasury	$	6,960,979
Total cash and investments	$	6,960,979

Policies and Practices

The District is authorized under California Government Code to make direct investments in local agency bonds, notes, or warrants within the State; U.S. Treasury instruments; registered State warrants or treasury notes; securities of the U.S. Government, or its agencies; bankers acceptances; commercial paper; certificates of deposit placed with commercial banks and/or savings and loan companies; repurchase or reverse repurchase agreements; medium term corporate notes; shares of beneficial interest issued by diversified management companies, certificates of participation, obligations with first priority security; and collateralized mortgage obligations. Investments of debt proceeds held by trustees are governed by the provisions of debt agreements rather than the general provisions of the California Government Code. These provisions allow for the acquisition of investment agreements with maturities up to 30 years.

Cash in County Treasury – The District is considered to be an involuntary participant in an external investment pool as the District is required to deposit all receipts and collections of monies with their County Treasurer (Education Code Section 41001). The fair value of the District's investment in the pool is reported in the accounting financial statements at amounts based upon the District's pro-rata share of the fair value provided by the County Treasurer for the entire portfolio (in relation to the amortized cost of that portfolio). The balance available for withdrawal is based on the accounting records maintained by the County Treasurer, which is recorded on the amortized cost basis.

NOTE 2 – CASH AND INVESTMENTS (continued)

General Authorizations

Except for investments by trustees of debt proceeds, the authority to invest District funds deposited with the county treasury is delegated to the County Treasurer and Tax Collector. The table below identifies examples of the investment types permitted in the investment policy:

Authorized Investment Type	Maximum Remaining Maturity	Maximum Percentage of Portfolio	Maximum Investment in One Issuer
Local Agency Bonds, Notes, Warrants	5 years	None	None
Registered State Bonds, Notes, Warrants	5 years	None	None
U.S. Treasury Obligations	5 years	None	None
U.S. Agency Securities	5 years	None	None
Banker's Acceptance	180 days	40%	30%
Commercial Paper	270 days	25%	10%
Negotiable Certificates of Deposit	5 years	30%	None
Repurchase Agreements	1 year	None	None
Reverse Repurchase Agreements	92 days	20% of base	None
Medium-Term Corporate Notes	5 years	30%	None
Mutual Funds	N/A	20%	10%
Money Market Mutual Funds	N/A	20%	10%
Mortgage Pass-Through Securities	5 years	20%	None
County Pooled Investment Funds	N/A	None	None
Local Agency Investment Fund (LAIF)	N/A	None	None
Joint Powers Authority Pools	N/A	None	None

Limitations as they relate to interest rate risk, credit risk, and concentration of credit risk are described below:

Interest Rate Risk

Interest rate risk is the risk that changes in market interest rates will adversely affect the fair value of an investment. Generally, the longer the maturity of an investment, the greater the sensitivity of its fair value to changes in market interest rates. The District manages its exposure to interest rate risk by investing in the County Treasury. The District maintains an investment with the Santa Clara County Investment Pool with a fair value of approximately $6,980,240 and an amortized book value of $6,960,979. The weighted average maturity for this pool as of June 30, 2019 is 436 days.

Credit Risk

Credit risk is the risk that an issuer of an investment will not fulfill its obligation to the holder of the investment. This is measured by the assignment of a rating by a nationally recognized statistical rating organization. Per County investment policy, the investments within the Santa Clara County Investment Pool are rated A or higher by Moody's Investors Service.

NOTE 2 – CASH AND INVESTMENTS (continued)

Concentration of Credit Risk

The investment policy of the District contains no limitations on the amount that can be invested in any one issuer beyond the amount stipulated by the California Government Code. District investments that are greater than 5 percent of total investments are in either an external investment pool or mutual funds and are therefore exempt.

Fair Value

The District categorizes the fair value measurements of its investments based on the hierarchy established by generally accepted accounting principles. The fair value hierarchy is based on the valuation inputs used to measure an asset's fair value. The following provides a summary of the hierarchy used to measure fair value:

Level 1 - Quoted prices (unadjusted) in active markets for identical assets.

Level 2 - Observable inputs other than Level 1 prices such as quoted prices for similar assets in active markets, quoted prices for identical or similar assets in markets that are not active, or other inputs that are observable, either directly or indirectly.

Level 3 - Unobservable inputs should be developed using the best information available under the circumstances, which might include the District's own data. The District should adjust that data if reasonable available information indicates that other market participants would use different data or certain circumstances specific to the District are not available to other market participants.

Uncategorized - Investments in the Santa Clara County Treasury Investment Pool are not measured using the input levels above because the District's transactions are based on a stable net asset value per share. All contributions and redemptions are transacted at $1.00 net asset value per share.

The District's fair value measurements at June 30, 2019 were as follows:

	Uncategorized
Investment in county treasury	$ 6,980,240
Total fair market value of investments	$ 6,980,240

NOTE 3 – ACCOUNTS RECEIVABLE

Accounts receivable at June 30, 2019 consisted of $45,358 from interest earned on investments in the county treasury.

NOTE 4 – PREPAID EXPENDITURES

Prepaid expenditures at consisted of $1,141,974 in prepaid retention payments.

NOTE 5 – ACCRUED LIABILITIES

Accrued liabilities at June 30, 2019 consisted of $1,846,694 in construction related liabilities.

NOTE 6 – INTERFUND TRANSFER

During the year ended June 30, 2019, there was a transfer from the General Fund to the Measure G Bond Building Fund in the amount of $1,145,347 for Proposition 39 energy expenditure reimbursements.

NOTE 7 – MEASURE G GENERAL OBLIGATION BONDS

Through elections, the District received authorization to issue general obligation bonds. The bonded debt is paid through the ad valorem property taxes through the Santa Clara County and the debt liability is carried on the Mountain View Whisman School District's Government Wide financial statements. Bond proceeds are used to build additional classrooms and to perform repairs and renovations.

The following schedule summarizes the Measure G Bond Building Fund's outstanding General Obligation Bonds as of June 30, 2019:

Series	Issue Date	Maturity Date	Interest Rate	Original Issue	Bonds Outstanding July 01, 2018	Additions	Deductions	Bonds Outstanding June 30, 2019
2012 GOB Series A	2013	9/1/2040	3.00 - 4.00%	$ 50,000,000	$ 41,475,000	$ -	$ 60,000	$ 41,415,000
2012 GOB Series B	2016	9/1/2042	2.00 - 5.00%	148,000,000	143,980,000	-	4,925,000	139,055,000
				$ 198,000,000	$ 185,455,000	$ -	$ 4,985,000	$ 180,470,000

In February of 2013, the District issued $50,000,000 in General Obligation Bonds, Series A. The bond bears interest rates at 3.00 to 4.00% and matures on September 1, 2040.

The 2012 Series A general obligation bonds outstanding were as follows:

Election 2012, Series A

Year Ended June 30,	Principal	Interest	Total
2020	$ 155,000	$ 1,608,600	$ 1,763,600
2021	240,000	1,603,450	1,843,450
2022	340,000	1,594,750	1,934,750
2023	440,000	1,583,050	2,023,050
2024	555,000	1,562,575	2,117,575
2025 - 2029	4,965,000	7,226,225	12,191,225
2030 - 2034	9,650,000	5,748,550	15,398,550
2035 - 2039	16,230,000	3,206,875	19,436,875
2040 - 2041	8,840,000	315,875	9,155,875
	$ 41,415,000	$ 24,449,950	$ 65,864,950

NOTE 7 – MEASURE G GENERAL OBLIGATION BONDS (continued)

In May of 2016, the District issued $148,000,000 in General Obligation Bonds, Series B. The bond bears interest rates at 2.00 to 5.00% and matures on September 1, 2042.

The 2012 Series B general obligation bonds outstanding were as follows:

Election 2012, Series B

Year Ended June 30,	Principal	Interest	Total
2020	$ 140,000	$ 5,258,919	$ 5,398,919
2021	335,000	5,250,119	5,585,119
2022	615,000	5,231,119	5,846,119
2023	930,000	5,195,569	6,125,569
2024	1,270,000	5,140,569	6,410,569
2025 - 2029	12,715,000	24,188,968	36,903,968
2030 - 2034	26,555,000	20,159,781	46,714,781
2035 - 2039	44,715,000	14,307,997	59,022,997
2040 - 2043	51,780,000	4,063,600	55,843,600
	$ 139,055,000	$ 88,796,641	$ 227,851,641

NOTE 8 – MEASURE G BOND BUILDING FUND EXPENDITURES BY SITE

The following table presents the expenditure amounts by project for the fiscal year ended June 30, 2019:

Site	Amount
Stevenson Elementary School	$ 8,075,803
Bubb Elementary School	6,961,996
Landels Elementary School	6,641,002
Huff Elementary School	6,284,023
Theuerkauf Elementary School	5,994,345
Mistral Elementary School	5,500,488
Monta Loma Elementary School	5,271,868
Castro Elementary School	3,126,661
Crittenden Middle School	467,752
Graham Middle School	360,858
Preschool - Latham	71,498
Districtwide	576,281
	$ 49,332,575

NOTE 9 – COMMITMENTS AND CONTINGENCIES

A. Litigation

The District is involved in various litigation arising from the normal course of business. In the opinion of management and legal counsel, the disposition of all litigation pending is not expected to have a material adverse effect on the overall financial position of the District at June 30, 2019.

B. Construction Commitments

The Measure G Bond Building Fund had construction commitments of $5,770,000 as of June 30, 2019.

OTHER INDEPENDENT AUDITORS' REPORTS

CHRISTY WHITE
Certified Public Accountants serving
K-12 School Districts and Charter
Schools throughout California

INDEPENDENT AUDITORS' REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

Governing Board Members and
Measure G Citizens' Oversight Committee
Mountain View Whisman School District
Mountain View, California

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the Measure G Bond Building Fund of Mountain View Whisman School District (the "District"), as of and for the year ended June 30, 2019, and the related notes to the financial statements, which collectively comprise the Mountain View Whisman School District's basic financial statements of the Measure G Bond Building Fund, and have issued our report thereon dated January 14, 2020.

Internal Control over Financial Reporting

In planning and performing our audit of the financial statements, we considered Mountain View Whisman School District's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements of the Measure G Bond Building Fund, but not for the purpose of expressing an opinion on the effectiveness of Mountain View Whisman School District's internal control. Accordingly, we do not express an opinion on the effectiveness of Mountain View Whisman School District's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

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Compliance and Other Matters

As part of obtaining reasonable assurance about whether Mountain View Whisman School District's financial statements of the Measure G Bond Building Fund are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Christy White, Inc.

San Diego, California
January 14, 2020

INDEPENDENT AUDITORS' REPORT ON PERFORMANCE

Governing Board Members and
Measure G Citizens' Oversight Committee
Mountain View Whisman School District
Mountain View, California

Report on Performance

We have audited Mountain View Whisman School District's compliance with the performance audit procedures described in the *2018-19 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, prescribed in Title 5, *California Code of Regulations*, section 19810, that could have a direct and material effect on Mountain View Whisman School District's Measure G Bond Building Fund for the fiscal year ended June 30, 2019, as identified below.

Management's Responsibility

Management is responsible for compliance with the requirements of laws, regulations, contracts, and grants applicable to local school construction bonds.

Auditor's Responsibility

Our responsibility is to express an opinion on compliance of Mountain View Whisman School District's Measure G Bond Building Fund based on our performance audit of the types of compliance requirements referred to above. We conducted our performance audit in accordance with generally accepted government auditing standards; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the *2018-19 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, prescribed in Title 5, *California Code of Regulations*, section 19810. Those standards require that we plan and perform the performance audit to obtain sufficient, appropriate evidence to provide a reasonable basis for our findings and conclusions based on our audit objectives. An audit includes examining, on a test basis, evidence about Mountain View Whisman School District's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that the evidence obtained in our performance audit provides a reasonable basis for our findings and conclusions based on our audit objectives. However, our audit does not provide a legal determination of Mountain View Whisman School District's compliance with those requirements.

Opinion on Performance

In our opinion, Mountain View Whisman School District complied, in all material respects, with the types of compliance requirements referred to above that are applicable to the Measure G Bond Building Fund noted below for the year ended June 30, 2019.

Procedures Performed

In connection with the performance audit referred to above, we selected and tested transactions and records to determine Mountain View Whisman School District's compliance with the state laws and regulations applicable to the Financial Audit Procedures and Performance Audit Procedures over the Measure G Bond Building Fund. Additional agreed upon procedures relating the Measure G Bond Building Fund may also be included.

The results of the procedures performed and the related results are further described in the accompanying performance audit results following this Report on Performance.

Christy White, Inc.

San Diego, California
January 14, 2020

FINDINGS AND RESPONSES SECTION

SECTION I – FINANCIAL AUDIT PROCEDURES AND RESULTS

Financial Statements

As mentioned in the Report on Financial Statements, we have issued an unmodified opinion over the financial statements of the Measure G Bond Building Fund as of and for the fiscal year ended June 30, 2019.

Internal Control Evaluation

We tested internal controls over financial reporting and compliance with laws, regulations, or provisions of contracts or agreements and have determined through our inquiry of management and our evaluation of District processes that no significant deficiencies were noted.

SECTION II – PERFORMANCE AUDIT PROCEDURES AND RESULTS

Facility Project Expenditures

We selected a representative sample of expenditures charged to the Measure G Bond Building Fund and reviewed supporting documentation to ensure funds were properly expended on specific projects listed in the text of the Measure G ballot.

We tested approximately $14.6 million of non-personnel expenditures or 30% of 2018-19 Measure G Bond Building Fund non-personnel expenditures for validity, allowability and accuracy. We concluded that the sampled expenditures were in compliance with the terms of Measure G ballot language, the District approved facilities plan, and applicable state laws and regulations.

Personnel Expenditures

We reviewed salaries and benefits charged to the Measure G Bond Building Fund to verify that the personnel expenditures were allowable per Opinion 04-110 issued on November 9, 2004 by the State of California Attorney General, which concluded that "a school district may use Proposition 39 school bond proceeds to pay the salaries of district employees to the extent they perform administrative oversight work on construction projects authorized by a voter approved bond measure."

We reviewed a listing of all employees charged to the Measure G Bond Building Fund and found that all employees held positions applicable to the local school construction bond. Further, we selected a sample of two employees charged to the Measure G Bond Building Fund to review personnel files and personnel action reports for proper allocation of salaries and benefits. We tested $43,181 or 73% of salary and benefit expenditures. Based on our testing, salary transactions were not used for general administration operations. Personnel costs charged to the Measure G Bond Building Fund appeared allowable.

SECTION II – PERFORMANCE AUDIT PROCEDURES AND RESULTS (continued)

Facilities Site Walks

We verified that funds were generally expended for the construction, renovation, furnishing, and equipping of school facilities constituting authorized bond projects by review of supporting documentation as previously noted under Facility Project Expenditures but also through performance of two facilities site walks.

Facilities site reviews were performed for projects at Bubb Elementary School and Stevenson Elementary School. At Bubb Elementary School, we observed the recently completed construction which includes classroom modernization, expansion, and reconfiguration projects. Additionally, we reviewed the completed projects at Stevenson Elementary School including the new multi-purpose room, new classroom buildings, library, and administration buildings. Based on our site walks, the projects for the school sites appear to be successfully completed and funds appear to be expended for authorized bond projects.

Contract and Bid Procedures

We reviewed a listing of contracts awarded during the fiscal year ended June 30, 2019 and selected a sample to ensure that contracts for public projects followed appropriate bidding procedures per applicable Public Contract Code. Additionally, we reviewed overall expenditures by vendor in order to determine if multiple projects under the applicable bidding threshold were identified to suggest any possible bid-splitting.

From a sample of two contracts awarded during the year, we noted that applicable bidding procedures were followed and that contracts were appropriately awarded to the lowest responsible bidder for the Stevenson Landscaping and the District Monument Signs projects.

Based on our review of overall expenditures and projects by vendor, no instances or possible indications of bid-splitting were identified. The District appears to be properly reviewing projects and applying appropriate procedures over contract and bidding procedures.

Contracts and Change Orders

We reviewed a listing of contracts and change orders during the fiscal year ended June 30, 2019 and selected a sample to ensure that change orders were properly approved and in accordance with District policies. Additionally, cumulative change orders for any given contract were reviewed to ensure that total change orders did not exceed ten percent of the total original contract.

Citizens' Oversight Committee (COC)

In accordance with Assembly Bill (AB) 1908 and Education Code (Ed Code) Section 15278, the District is required to establish a bond citizen's oversight committee for Proposition 39 bonds to include one active member from each of the following sectors: a business organization, senior citizens' organization, bona fide taxpayers' association, parent/guardian of a child enrolled in the District and a parent/guardian of a child enrolled in the District who is also a member of a parent teacher association. Additionally, no employee or official of the District shall be appointed to the citizens' oversight committee.

We found that the District successfully compiled a Citizens' Oversight Committee with an active member from each of the required representations. No members of the citizens' bond oversight committee are also employees, official, vendor or consultant of the District. Refer to the Introduction and Independent Citizens' Oversight Committee Member Listing for a listing of current members as of June 30, 2019.

MOUNTAIN VIEW WHISMAN SCHOOL DISTRICT
MEASURE G BOND BUILDING FUND
SCHEDULE OF FINDINGS AND RECOMMENDATIONS
FOR THE YEAR ENDED JUNE 30, 2019

PART I – SUMMARY OF AUDITORS' RESULTS

FINANCIAL STATEMENTS

Type of auditors' report issued	Unmodified
Internal control over financial reporting:	
Material weakness(es) identified?	No
Significant deficiency(ies) identified?	None Reported
Non-compliance material to the financial statements?	No

PERFORMANCE AUDIT

Internal control over financial reporting:	
Material weakness(es) identified?	No
Significant deficiency(ies) identified?	None Reported
Type of auditor's report issued on performance for local school construction bonds:	Unmodified

PART II – FINANCIAL STATEMENT FINDINGS

There were no findings related to the financial statements for the year ended June 30, 2019.

PART III – PERFORMANCE AUDIT FINDINGS

There were no findings or recommendations related to local school construction bonds for the year ended June 30, 2019.

PART IV – PRIOR AUDIT FINDINGS

There were no findings or recommendations during the year ended June 30, 2018.

Mountain View Whisman School District

Agenda Item for Board Meeting of 1/23/2020

Agenda Category: FUTURE BOARD MEETING DATES

Agenda Item Title: Future Board Meeting Dates

Estimated Time:

Person Responsible:

Background:
January 23, 2020 - SARC approval, audit reports
February 6, 2020 - Governor's 2020-21 Budget
March 5, 2020 - 2nd Interim Report

Fiscal Implication:

Recommended Action: