

# Mountain View Whisman School District

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

## Stevenson Elementary School



750 San Pierre Way - Mountain View, CA 94043 - (650) 903-6950  
Serving Grades Kindergarten through Five - CDS: 43-69591-6049464  
Ryan Santiago, Principal

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### 2020-21 School Accountability Report Card

Published in the 2021-22 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

- Effective and consistent instructional practices that meet the needs of all students
- Student social-emotional health
- Inclusive and welcoming culture
- Effective and engaged employees
- Equitable distribution of resources that support student success

#### District Administration

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

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

#### Board of Education

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

#### SARC Information

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

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

#### DataQuest

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



## California School Dashboard

The California School Dashboard (Dashboard) reflects California’s new accountability and continuous improvement system and provides information about how districts and schools are meeting the needs of California’s diverse student population. The Dashboard contains reports that display the performance of districts, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement. Senate Bill 98 suspended the reporting of state and local indicators on the 2020 California School Dashboard and only limited data and information will be posted for the 2020-21 school year. The Dashboard can be accessed at <https://www.caschooldashboard.org>.

## Community & School Profile (School Year 2021-22)

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 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.

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

## Principal’s Message

Stevenson Elementary School, one of Mountain View’s choice schools, is committed to educating the whole child in a collaborative community. A California Distinguished School, Stevenson was founded on the fundamental belief in the importance of teachers, children, and parents working together to create a vibrant learning environment. Stevenson is committed to providing a balanced education that teaches to the whole child, incorporating the intellectual, creative, social, physical, and emotional growth of our students.



At Stevenson, we believe that by utilizing a developmental approach grounded in hands-on education, students will realize their full potential as independent thinkers, life-long learners, and responsible citizens.

In order to prepare our students for the 21st century, we use Project Based Learning (PBL) that spans multiple disciplines. In these projects, students investigate answers to questions such as, How did social status determine an individual’s quality of life in colonial America? or How do resources impact people’s decisions to produce and consume? One unique aspect of PBL is that students are faced with the challenge of answering these questions on their own or via collaboration with their peers. Students are guided to look at questions in a different way, as opposed to giving up or asking the teacher for the correct answer. The ability to examine problems differently, with the understanding that there is more than one way to find an answer, has been shown by research to be a predictor of academic success later in life. Once the students answer their question, they revise their work and present their learning to an authentic audience.

Along with PBL, we offer a variety of educational programs including gardening, music, art, cooking, and Arts Focus. Arts Focus is a multi-grade level program that gives students the opportunity to explore different forms of art.

Much of what we do at our school is achievable thanks to the collaborative community of Stevenson families, students and staff. Parents and guardians partner with teachers and volunteer with school committees and projects. At Stevenson, we value all parent/guardian involvement and work with all families to provide a variety of ways to be connected with our school community.

## School Enrollment

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

Enrollment Trend by Grade Level	
	2020-21
K	71
1st	68
2nd	90
3rd	70
4th	68
5th	66
Total	433

Enrollment by Student Group	
	2020-21
	Percentage
Black or African American	0.7
American Indian or Alaska Native	0.2
Asian	35.1
Filipino	1.4
Hispanic or Latino	10.9
Native Hawaiian or Pacific Islander	0.2
White	35.1
Two or More Races	15.7
EL Students	4.6
Socioeconomically Disadvantaged	5.8
Students with Disabilities	4.8
Foster Youth	0.0

# Conditions of Learning

## State Priority: Basic

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

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

## Teacher Assignment

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

Teacher Preparation and Placement - 2019-20						
Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	21	100.0	267	99.2	228,366.1	83.1
Intern Credential Holders Properly Assigned	0	0.0	1	0.8	4,205.9	1.5
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0.0	0	0.0	11,216.7	4.1
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0.0	1	0.8	12,115.8	4.4
Unknown	0	0.0	0	0.0	18,854.3	6.9
<b>Total</b>	<b>21</b>	<b>100.0</b>	<b>269</b>	<b>100.0</b>	<b>274,759.1</b>	<b>100.0</b>

Teachers Without Credentials and Misassignments - 2019-20	
Authorization/Assignment	Number
Permits and Waivers	0
Misassignments	0
Vacant Positions	0
<b>Total Teachers Without Credentials and Misassignments</b>	<b>0</b>

Credentialed Teachers Assigned Out-of-Field - 2019-20	
Indicator	Number
Credentialed Teachers Authorized on a Permit or Waiver	0
Local Assignment Options	0
<b>Total Out-of-Field Teachers</b>	<b>0</b>

Class Assignments - 2019-20	
Indicator	Number
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0

## School Facilities (School Year 2021-22)

Stevenson Elementary sits on 16.96 acres that is shared with Theuerkauf and the District Office. It has 21 permanent rooms, a multi-use room, a library, two playgrounds, and front office space with a staff room.

## Cleaning Process

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

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

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

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

## Maintenance and Repair

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

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

The chart shows the results of the most recent school facilities inspection (as of September 2021). 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: 09/28/2021				
Overall Summary of School Facility Conditions: Exemplary				
Data Collected: October, 2021				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			
Interior	X			
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			
Restrooms/Fountains	X			
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			RM 21: RAMP IS CRACKING.
External (Grounds, Windows, Doors, Gates, Fences)	X			RM 11, RM 17, RM 21: DOOR CLOSURE NEED ADJUSTMENT. MUR: DOUBLE GLASS DOOR NEEDS ADJUSTMENT BY STAGE/BLACKTOP.

## Instructional Materials (School Year 2021-22)

The school district held a public hearing on September 9, 2021, 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 2021 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, 2021						
Grade Levels	Subject	Publisher	Series	Adoption Year	From Most Recent Adoption	% Lacking
TK-5	English/Language Arts	Benchmark Education Company	Benchmark Advance	2016	Yes	0.0%
TK-5	History/Social Studies	Teacher's Curriculum Institute	Social Studies Alive! California Series	2020	Yes	0.0%
TK-5	Mathematics	Eureka Math	Eureka Math	2015	Yes	0.0%
TK-5	Science	Teacher's Curriculum Institute	Bring Science Alive! Exploring Science	2020	Yes	0.0%

## Pupil Outcomes

### State Priority: Pupil Achievement

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

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

### California Assessment of Student Performance and Progress

The California Assessment of Student Performance and Progress (CAASPP) includes computer-based and paper-pencil assessments. The computer-based assessments are the Smarter Balanced English Language Arts/Literacy (ELA) and Mathematics tests, administered to grades three through eight and eleven. There is also an optional Standards-based Test in Spanish (STS) for Reading/Language Arts (RLA). Additionally, California Science Test (CAST) and CAAs for Science based on the Next Generation Science Standards for California Public Schools (CA NGSS) are administered in grades five, eight, and once in high school.

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. Smarter Balanced assessment results are most appropriately interpreted alongside other available information about a student's academic achievement, including such measures as district assessments, classroom assignments and grades, classrooms tests, report cards, and teacher feedback.

Due to the COVID-19 pandemic, a statewide summative assessment was not the most viable option for student assessment for many schools. For the 2019–2020 school year, the statewide academic testing requirement was waived. For the 2020-2021 school year, districts and schools were allowed to administer a different assessment that met the criteria established by the State Board of Education. The locals assessments used instead were required to be aligned with California Common Core State Standards for English Language Arts and Mathematics, available to students in grades three through eight, and grade 11; and must have been uniformly administered all eligible students across a grade, grade span, school, or the district. Schools administered the Smarter Balanced Summative Assessments for English Language Arts and Mathematics, other assessments that meet the State Board of Education criteria, or a combination of both.

Unfortunately, the California Alternate Assessments could only be administered in-person following health and safety requirements. At this time, there are no other alternative assessment options available. If the district or school was not able to administer the California Alternate Assessments in person, they were directed to not administer the tests.

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.

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

Note: The 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.

Note: When local assessments were administered in place of statewide summative assessment, the at or above the grade-level standard is determined in the context of the local assessment administered.

California Assessment of Student Performance and Progress						
Percent of Students Meeting or Exceeding the State Standards						
Subject	School		District		State	
	2020	2021	2020	2021	2020	2021
English Language Arts/Literacy (Grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	48.53
Mathematics (Grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	33.40
Science (Grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	28.72

## IReady - Local Assessment Results

Student Groups	English-Language Arts					Mathematics			
	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	200	193	97%	4%	85%	195	98%	3%	88%
Male	113	109	96%	4%	81%	110	97%	3%	87%
Female	87	84	97%	3%	92%	85	98%	2%	88%
Asian	60	58	97%	3%	86%	58	97%	3%	93%
Hispanic or Latino	27	26	96%	4%	62%	27	100%	0%	67%
White	75	71	95%	5%	89%	72	96%	4%	89%
Two or More Races	30	30	100%	0%	97%	30	100%	0%	93%
Socioeconomically Disadvantaged	16	15	94%	6%	60%	16	100%	0%	56%
Students with Disabilities	16	15	94%	6%	60%	15	100%	0%	80%

### State Priority: Other Pupil Achievement

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

- Pupil outcomes in the subject area of physical education

### Physical Fitness (School Year 2020-21)

In the spring of each year, all California schools are required by the state to administer a physical fitness test to students in the fifth, seventh, and ninth grades. The physical fitness test is a standardized evaluation that measures each student's ability to perform fitness tasks in six major areas. Students who meet or exceed the standards in all six fitness areas are considered to be physically fit or in the Healthy Fitness Zone (HFZ). Due to the COVID-19 pandemic, administration of the physical fitness performance test was waived during the 2019–2020 and 2020–2021 school years. Therefore, there is not data to report for the 2020-21 school year. Detailed information regarding this test may be found at the CDE website at <http://www.cde.ca.gov/ta/tg/pf/>.

Percentage of Students in Healthy Fitness Zone			
2020-21			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	N/A	N/A	N/A

*\*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 2021-22)

In typical school years, Stevenson Elementary School greatly benefits from its supportive parents. As a parent participation school, Stevenson Elementary encourages parents to connect with teachers and classroom coordinators to find ways to support classroom instruction, projects, school events, and other co-curricular programs.

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

### State Priority: Pupil Engagement

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

- Attendance

## Chronic Absenteeism

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

Chronic Absenteeism by Student Group				
2020-21				
	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
Black/African American	15	14	3	21.4%
Asian	61	61	1	1.6%
Filipino	26	26	0	0.0%
Hispanic or Latino	157	155	6	3.9%
White	283	274	4	1.5%
Two or More Races	66	63	1	1.6%

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

	Suspensions & Expulsions					
	Suspensions			Expulsions		
	18-19	19-20	20-21	18-19	19-20	20-21
School	0.00	0.00	0.00	0.00	0.00	0.00
District	1.27	1.23	0.26	0.00	0.00	0.00
State	3.47	2.45	0.20	0.08	0.05	0.00

Suspensions and Expulsions by Student Group		
2020-21		
	Suspensions Rate	Expulsions Rate
Black/African American	0.0	0.0
Asian	0.0	0.0
Filipino	0.0	0.0
Hispanic or Latino	0.0	0.0
White	0.0	0.0
Two or More Races	0.0	0.0

## Safe School Plan (School Year 2021-22)

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 2021.

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

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

During the COVID-19 pandemic, protecting the health and safety of our staff, students and families is a priority. MVWSD has created comprehensive health and safety protocols which include: cleaning, disinfecting and sanitizing, use of personal protective equipment, symptom screening, social distancing, hygiene practices, testing, and responding to positive cases.

## Other SARC Information

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

## School Leadership

Leadership at Stevenson Elementary is a responsibility shared among district administration, the principal, instructional staff, students, and parents. There are many opportunities for teachers and parents to assume formal leadership opportunities in partnership with the Mountain View Whisman School District and/or the Principal. By becoming a member of the School Site Council, English Learner Advisory Committee (ELAC), or the Foundation (PTO), parents can provide input and take action on important school initiatives.

## Class Size

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

Class Size Distribution												
Classrooms Containing:												
Average Class Size			1-20 Students			21-32 Students			33+ Students			
19	20	21	19	20	21	19	20	21	19	20	21	
By Grade Level												
K	24	23	24	-	-	-	4	3	3	-	-	-
1	24	24	23	-	-	-	3	4	3	-	-	-
2	24	24	23	-	-	-	3	3	4	-	-	-
3	24	24	23	-	-	-	3	3	3	-	-	-
4	28	33	14	-	-	5	2	-	-	-	-	-
5	30	29	13	-	-	5	2	2	-	-	-	-
Other	-	14	9	-	1	1	-	-	-	-	-	-

## Counseling & Support Staff (School Year 2020-21)

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

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

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Community Engagement Facilitator	1	0.2
Library Technician	1	0.75
Nurse	1	As Needed
Paraprofessional	3	2.375
Psychologist	1	As Needed
Resource Specialist Program (RSP) Teacher	1	0.7
Response to Instruction Teacher (CERT)	2	1.5187
Speech Pathologist	1	As Needed
Teacher on Special Assignment	1	0.5

## GATE

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



extracurricular activities designed to challenge students. Stevenson Elementary School incorporates enrichment programming and instruction in the regular teaching schedule. Students are also offered after school enrichment activities.

## **Individualized Instruction**

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

## **English Language Learners**

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

## **Staff Development**

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

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

### **General Education**

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

### **Special Education**

- Desired Results Developmental Profile training for Preschool
- Goalbook Toolkit training for all staff
- Individual Education Plans and IEP Manual training for all staff
- Social Skills Development for Speech Therapists
- Special Education Services Referral Protocols for all staff
- STAR-SOLS Training for teachers of students with autism
- SPIRE Training for Education Specialists
- Legal Training for all staff
- Beginning Technology training for Instructional Assistants
- Deeper Dive into Technology in the classroom for Instructional Assistants
- CPR Certification for Instructional Assistants
- Data Collection training for Instructional Assistants
- Facilitated IEP process for School Psychologists

### **Classified Staff**

#### **Secretaries**

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

#### **Food Service**

- COVID-19 training and compliance
- Safety

#### **Maintenance, Operations and Transportation**

- COVID-19 training and compliance
- Scenario based maintenance and grounds training

- Transportation Training
- Custodian cleaning and safety training

### Librarians

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

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

Professional Development			
	19-20	20-21	21-22
Number of school days dedicated to Staff Development and Continuous Improvement	6	6	6

## Curriculum Development

All curriculum development at Stevenson Elementary School revolves around the California Common Core Standards. Teachers align classroom curriculum to ensure that all students either meet or exceed state proficiency levels. Faculty, subcommittees, the School Site Council, Parent Focus Groups, English Learner Advisory Committee (ELAC), and the principal evaluate the curriculum continuously using assessment data, district benchmarks, and pacing guides. All students have access to the core curriculum. Stevenson Elementary School provides dedicated time each day for intervention and enrichment through its Response to Instruction program. The district provides 1.5 additional teachers to support this initiative.

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

## Extracurricular Activities

At Stevenson Elementary School, we weave enrichment activities into the curriculum on a regular basis. With virtual field trips, music, art, gardening, cooking, Arts Focus, and Project-Based Learning, we strive to give all students access to a vibrant and enriching learning experience.

Additionally, the PTO Foundation organizes classes that parents can opt into for a fee (financial support is provided to families as needed). Programs include: cooking, basketball, chess, Mandarin, STEAM and many other fun after school classes.

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

## Student Recognition

It is Stevenson Elementary School's goal to recognize students for their good work and to reinforce behaviors which contribute to a positive learning community. Stevenson emphasizes verbal recognition instead of focusing on external rewards. The school inspires students to have self-motivation and focuses on community building. Class and community celebrations, class meetings, and the 100 book challenge provide students with opportunities to receive recognition for their positive behaviors.

## Technology Resources

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

## Library Information

The school's library, staffed by a part-time Library Technician, provides an extensive variety of reference and special interest materials, in addition to countless educational and recreational books. Students visit the library on a weekly basis and are encouraged to visit before school and during lunch hours. The library also contains audio books, hands-on activities, along with board games and puzzles for student enjoyment.

## Additional Internet Access/Public Libraries

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

## District Revenue Sources (Fiscal Year 2020-21)

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

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

## District Expenditures (Fiscal Year 2019-20)

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	\$6,577
From Supplemental/Restricted Sources	\$672
From Basic/Unrestricted Sources	\$6,455
District	
From Basic/Unrestricted Sources	\$7,356
Percentage of Variation between School & District	-12.2%
State	
From Basic/Unrestricted Sources	\$8,444
Percentage of Variation between School & State	-23.6%

## Teacher & Administrative Salaries (Fiscal Year 2019-20)

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

Average Salary Information		
Teachers - Principal - Superintendent		
2019-20		
	District	State
Beginning Teachers	\$65,899	\$51,450
Mid-Range Teachers	\$96,369	\$80,263
Highest Teachers	\$118,146	\$101,012
Elementary School Principals	\$166,366	\$128,082
Middle School Principals	\$174,648	\$132,453
High School Principals	-	-
Superintendent	\$246,477	\$197,968
Salaries as a Percentage of Total Budget		
Teacher Salaries	32.0%	34.0%
Administrative Salaries	6.0%	6.0%

## School Site Teacher Salaries (Fiscal Year 2019-20)

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

Average Teacher Salaries	
School & District	
School	\$91,089
District	\$91,005
Percentage of Variation	0.1%
School & State	
All Elementary School Districts	\$82,431
Percentage of Variation	10.5%