

Mountain View Whisman School District

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

Gabriela Mistral Elementary School



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

colaciregui@mvwsd.org

<http://mistral.mvwsd.org/>

2019-20 School Accountability Report Card

Published in the 2020-21 School Year

District Mission Statement

We inspire, prepare and empower every student.

District Vision Statement

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

District Goals

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

District Administration

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

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

Board of Education

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

SARC Information

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

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

DataQuest

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



California School Dashboard

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

Community & School Profile (School Year 2020-21)

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

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

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

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

Principal's Message

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

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

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

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

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

School Attendance

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

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

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



School Enrollment

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

Enrollment Trend by Grade Level

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

Enrollment by Student Group

2019-20

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

Conditions of Learning State Priority: Basic

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

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

Teacher Assignment

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

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

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

Misassignments/Vacancies

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

School Facilities (School Year 2020-21)

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

Cleaning Process

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

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

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

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

Maintenance and Repair

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

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

The chart shows the results of the most recent school facilities inspection (as of September 2020). While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

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

Instructional Materials (School Year 2020-21)

The school district held a public hearing on September 17, 2020, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home.

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

The table displays information collected in September 2020 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

District-Adopted Textbooks						
Data Collected: September, 2020						
Grade Levels	Subject	Publisher	Series	Adoption Year	From Most Recent Adoption	% Lacking
TK-5	English/Language Arts	Benchmark Education Company	Benchmark Advance	2016	Yes	0.0%
TK-5	History/Social Studies	Teacher's Curriculum Institute	Social Studies Alive! California Series	2020	Yes	0.0%
TK-5	Mathematics	Eureka Math	Eureka Math	2015	Yes	0.0%
TK-5	Science	Teacher's Curriculum Institute	Bring Science Alive! Exploring Science	2020	Yes	0.0%

Pupil Outcomes State Priority: Pupil Achievement

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

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

California Assessment of Student Performance and Progress

The California Assessment of Student Performance and Progress (CAASPP) includes computer-based and paper-pencil assessments. The computer-based assessments are the Smarter Balanced English Language Arts/Literacy (ELA) and Mathematics tests, administered to grades three through eight and eleven. There is also an optional Standards-based Test in Spanish (STS) for Reading/Language Arts (RLA). Additionally, the new California Science Test (CAST) based on the Next Generation Science Standards for California Public Schools (CA NGSS) was first administered operationally in the 2018–2019 school year.

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

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

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

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

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

California Assessment of Student Performance and Progress									
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	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 Achievement

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

- Pupil outcomes in the subject area of physical education

Physical Fitness (School Year 2019-20)

In the spring of each year, all California schools are required by the state to administer a physical fitness test to students in the fifth, seventh, and ninth grades. The physical fitness test is a standardized evaluation that measures each student’s ability to perform fitness tasks in six major areas. Students who meet or exceed the standards in all six fitness areas are considered to be physically fit or in the “Healthy Fitness Zone” (HFZ).

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

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

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

Engagement State Priority: Parental Involvement

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

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

Parent Involvement (School Year 2020-21)

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

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

State Priority: School Climate

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

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

Discipline & Climate for Learning

Students at Mistral Elementary School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. Parents and students are informed of school rules and discipline policies at Back-To-School Night at the start of the school year. Throughout the year behavior and discipline policies are reviewed in school newsletters, parent emails, on the school website, and classroom discussions. All the schools in our district have initiated positive school climate procedures that include specific anti-bullying activities. The Student Study Team, comprised of the principal, school psychologist, specialists, parents, and classroom teacher, help guide students toward academic achievement and social-emotional learning. We currently have two CHAC (Counseling and Mental Health Services) interns who support our student population.

Suspensions & Expulsions

The table displays the suspension and expulsion rates at the school, in the district, and throughout the state. Expulsions occur only when required by law or when all other alternatives are exhausted. Due to the COVID-19 pandemic, the 2019–2020 suspensions and expulsions rate data are not comparable to prior year data. Since there was not in-person learning for the entire 2019–2020 school year, it would be inappropriate to make any comparisons of the suspensions and expulsions rates in the 2019–2020 school year to the rates in prior school years. Additionally, please note that the suspension and expulsion rate for the state was not available at time of publication.

	Suspensions & Expulsions					
	Suspensions			Expulsions		
	17-18	18-19	19-20	17-18	18-19	19-20
School	0.51	1.80	0.00	0.00	0.00	0.00
District	1.05	1.30	0.86	0.00	0.00	0.00
State	3.51	3.50	N/A	0.08	0.10	N/A

Safe School Plan (School Year 2020-21)

The safety of students and staff is a primary concern of Mistral Elementary School. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan is reviewed and updated annually. The plan was most recently updated and reviewed in March 2020.

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

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

Other SARC Information

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

School Leadership

Leadership at Mistral Elementary School is a responsibility shared among district administration, the principal, instructional staff, students, and parents. Leadership opportunities at Mistral Elementary School include a Site Leadership Team, School Site Council (SSC), and English Learner Advisory Committee (ELAC).

Class Size

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

Class Size Distribution												
Average Class Size			Classrooms Containing:									
			1-20 Students			21-32 Students			33+ Students			
18	19	20	18	19	20	18	19	20	18	19	20	
By Grade Level												
K	25	23	24	-	-	-	3	3	3	-	-	-
1	25	22	23	-	-	-	3	3	3	-	-	-
2	26	23	21	-	-	1	3	3	2	-	-	-
3	20	24	22	3	-	-	-	3	3	-	-	-
4	28	26	30	-	-	-	2	2	2	-	-	-
5	25	23	24	-	-	-	2	2	2	-	-	-
Other	-	-	8	-	-	1	-	-	-	-	-	-

Counseling & Support Staff (School Year 2019-20)

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

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

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Community Engagement Facilitator	1	1.0
Library Technician	1	0.5
Nurse	1	As Needed
Paraprofessional	1	0.75
Psychologist	1	As Needed
Resource Specialist Program (RSP) Teacher	1	1.0
Response to Instruction Teacher (CERT)	2	1.5
Speech Pathologist	1	As Needed
Teacher on Special Assignment	1	0.5

GATE

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

Mistral Elementary School offers an enrichment program for students in grades three through five. The Summit Club is supported by District funds designated for after-school enrichment. Additionally, family donations support a robust offering of engaging after-school activities.

Individualized Instruction

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

English Language Learners

To ensure English Learner (EL) academic success and simultaneously develop proficiency in advanced English, students receive targeted English instruction through Integrated English Language Arts and Designated English Language Development (ELD) lessons. All teachers are trained in the Sheltered Instruction Observation Protocol (SIOP) and provide integrated English Language Development opportunities throughout the school day.

The school provides three protected periods per week for English Language Development (ELD) for English Learners and Spanish Language Development (SLD) for Spanish Learners. Students are grouped by ELPAC proficiency levels. Additionally, translanguaging strategies are taught to ensure that students build their metalinguistic awareness and acquire language more efficiently and effectively. These strategies help students build and access rich language repertoires and learn how to use them.

Staff Development

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

Topics for continuous development and learning available to staff during the 2020-21 school year include:

General Education

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

Special Education

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

Classified Staff

Secretaries

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

Food Service

- COVID-19 training and compliance
- Safety

Maintenance, Operations and Transportation

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

Librarians

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

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

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

Curriculum Development

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

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

Extracurricular Activities

Students are encouraged to participate in the school's additional academic and extracurricular activities, which are an integral part of the educational program. Mistral Elementary School's PTA sponsors a range of activities on a donation basis, but all students who sign up are included if paid enrollments are sufficient to cover the instructors' fees. The PTA works to assure that every class that is advertised is offered, and raises funds to cover unmet costs. A sample of what Mistral Elementary School offers its students:

- Pre-engineering with Legos
- Engineering with Legos
- Art Club
- Yoga
- Scratch Programming
- Imagineerz
- Creative Math
- Mad Science
- Robotics with Legos
- Theater
- Folkloric dance
- Soccer
- Chess
- Cooking Around the World
- Zumba

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

Student Recognition

It is Mistral Elementary School's goal to recognize students for their good work and to reinforce those behaviors which contribute to a positive learning community. Mistral Elementary School recognizes students within their classrooms as well as at school and District events. Student Recognition Assemblies are held each trimester. The Mistral faculty regularly recognizes students with the Premio Quetzal [Quetzal Prize] for being models in behavior and academics.

Technology Resources

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

Library Information

Mistral Elementary School's shared library, staffed by a part-time library technician, is stocked with more than 14,000 books in English and Spanish that are available for students and parents to check out. Students visit the library once a week with their class. The library also contains computers for student use. Parent volunteers collect, organize, and maintain a separate book room with hundreds of titles for teachers to use for reading lessons in English and Spanish.

Additional Internet Access/Public Libraries

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

District Revenue Sources (Fiscal Year 2019-20)

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

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

District Expenditures (Fiscal Year 2018-19)

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

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

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$7,403
From Supplemental/Restricted Sources	\$141
From Basic/Unrestricted Sources	\$7,262
District	
From Basic/Unrestricted Sources	\$6,913
Percentage of Variation between School & District	5.0%
State	
From Basic/Unrestricted Sources	\$7,750
Percentage of Variation between School & State	-6.3%

Teacher & Administrative Salaries (Fiscal Year 2018-19)

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

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

School Site Teacher Salaries (Fiscal Year 2018-19)

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

Average Teacher Salaries	
School & District	
School	\$88,338
District	\$88,471
Percentage of Variation	-0.2%
School & State	
All Elementary School Districts	\$80,565
Percentage of Variation	9.6%