



Stevenson Elementary School

750-B San Pierre Way • Mountain View, CA 94043 • (650) 903-6950

M

Mountain View Whisman School District

Rebecca Westover, Principal

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Serving Grades
Kindergarten through Five

CDS: 43-69591-6049464

2014-15 School Accountability Report Card

Published in 2015-16 School Year

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www.mvwsd.org

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/>.
- View this SARC online at the school and/or LEA websites.
- 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.

Principal's Message

Stevenson PACT Elementary School, Mountain View's alternative progressive school, is committed to educating the whole child in a collaborative community. Stevenson has been leading the region as a model for progressive education since 1996 and 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 PACT, 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 the school is achievable thanks to the collaborative community of Stevenson PACT 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 teachers with the flexibility to differentiate instruction for individual student needs. At Stevenson PACT, 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.

Community & School Profile (School Year 2015-16)

Stevenson Elementary is located in Mountain View, a suburban community of 78,000, approximately 35 miles south of San Francisco. It is part of the Mountain View Whisman School District, which served more than 5,000 students in eight elementary schools and two middle schools.

School Attendance & Enrollment (School Year 2014-15)

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. The chart illustrates the trend in enrollment for the past three years.

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 daily by the school secretary. 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).

Enrollment Trend by Grade Level

	2012-13	2013-14	2014-15
K	63	74	56
1st	63	62	70
2nd	57	61	62
3rd	60	52	62
4th	48	58	58
5th	20	50	60

Enrollment By Ethnicity Or Student Group (School Year 2014-15)

This chart illustrates the enrollment trend by ethnicity or student group.

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.

Highly Qualified Teachers (School Year 2014-15)

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified." Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. For more information, see the CDE Improving Teacher and Principal Quality Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>.

Note: High-poverty schools have student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools have student eligibility of approximately 39 percent or less.

Enrollment by Student Group

2014-15

	Percentage
Black or African American	1.9%
American Indian or Alaska Native	0.3%
Asian	17.1%
Filipino	1.1%
Hispanic or Latino	11.7%
Native Hawaiian or Pacific Islander	0.3%
White	53.0%
Two or More Races	14.7%
English Learners	13.9%
Socioeconomically Disadvantaged	7.3%
Students with Disabilities	3.8%
Foster Youth	-

NCLB Compliant Teachers

	% of Core Academic Courses Taught By Highly Qualified Teachers	% of Core Academic Courses Taught By Non-Highly Qualified Teachers
School	100.0%	0.0%
All Schools in District	99.8%	0.2%
High-Poverty Schools in District	99.6%	0.4%
Low-Poverty Schools in District	100.0%	0.0%

Teacher Assignment

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

Teacher Credential Status

	School			District
	13-14	14-15	15-16	15-16
Fully Credentialed	15	15	17	261
Without Full Credentials	0	0	0	2
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			
	13-14	14-15	15-16
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

Instructional Materials (School Year 2015-16)

The school district held a public hearing on September 17, 2015 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 and administrators. All recommended materials are available for parent examination at the district office prior to adoption.

The table displays information collected in November 2015 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
K-5	English/ Language Arts	Houghton Mifflin	2010	Yes	0.0%
K-5	History/Social Studies	Scott Foresman	2006	Yes	0.0%
TK-5	Mathematics	Eureka Math	2015	Yes	0.0%
K-5	Science	FOSS	2007	Yes	0.0%

School Facilities (School Year 2015-16)

Stevenson Elementary School opened its doors for the 2009-10 school year. Stevenson is located next door to the district office. The campus is currently comprised of 5 permanent classrooms, 10 new portable classrooms, a library, staff room, nurse's station, main office and two playgrounds including a play structure.

Cleaning Process

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

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. At the time of publication, 100% of the school's restrooms were fully functioning.

Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, which provides matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically this includes roofing, plumbing, heating, electrical systems, interior or exterior painting, and floor systems. During the 2015-16 school year, the district allocated \$25,678.60 for the deferred maintenance program. This represents 0.50% of the district's general fund budget.

The chart shows the results of the most recent school facilities inspection (as of October 2015). 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: 08/25/2015				
Overall Summary of School Facility Conditions: Good				
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			Pod building center of roof needs to be re-coated. Metal flashing around. Exhaust hood need maintenance.
External (Grounds, Windows, Doors, Gates, Fences)	X			

Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its predecessor the Standardized Testing and Reporting Program); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

California Assessment of Student Performance and Progress

California EC Section 60640 authorized the replacement of the Standardized Testing and Reporting (STAR) Program with a new assessment program, referred to as the CAASPP. All students in grades three through eight and eleven were assessed using computer-based tests in English/Language Arts and Mathematics; students in grades five, eight, and ten were also tested in Science. Science assessments were paper-based and included California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

Students receive an overall score for each subject, ranging from 2,000 to 3,000.

Overall scores are reported within one of four levels:

- Performance Level 1: Standard not met - Needs substantial improvement for success in future coursework.
- Performance Level 2: Standard nearly met - May require further development for success in future coursework.
- Performance Level 3: Standard met - Demonstrates progress toward mastery.
- Performance Level 4: Standard exceeded - Demonstrates advanced progress toward mastery.

ELA results include information about the students' performance in the areas of reading, writing, listening, and research. Reports of mathematics results include information about students' performance in problem solving, using concepts and procedures, and communicating mathematical reasoning.

The first table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in English Language Arts/Literacy (grades 3-8 and 11) and math (grades 3-8 and 11).

The following tables display information on student achievement at each performance level in English/Language Arts and Mathematics for the school by student groups for grades three through eight and eleven.

Note: A student is defined as socioeconomically disadvantaged if the student was eligible for the free or reduced-price lunch program (also known as the National School Lunch Program or NSLP), migrant, foster youth or homeless, or neither of the student's parents was a high school graduate.

California Assessment of Student Performance and Progress

Percent of Students Meeting or Exceeding the State Standards

Subject	School	District	State
English Language Arts/Literacy (Grades 3-8 and 11)	83	60	44
Mathematics (Grades 3-8 and 11)	85	54	33

California Assessment of Student Performance and Progress - Grade 3

Student Groups	English-Language Arts								Mathematics				
	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level				Number Tested	Percent Tested	Percent Achievement Level			
				One	Two	Three	Four			One	Two	Three	Four
All Students	61	59	96.7	8	14	8	69	59	96.7	8	7	27	58
Male	61	33	54.1	9	15	15	61	33	54.1	9	9	27	55
Female	61	26	42.6	8	12	0	81	26	42.6	8	4	27	62
Black or African American	--	--	--	--	--	--	--	--	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--	--	--	--	--	--	--	--	--
Asian	61	8	13.1	--	--	--	--	8	13.1	--	--	--	--
Filipino	--	--	--	--	--	--	--	--	--	--	--	--	--
Hispanic or Latino	61	6	9.8	--	--	--	--	6	9.8	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--	--	--	--	--	--	--	--	--
White	61	37	60.7	5	14	14	68	37	60.7	5	5	30	59
Two or More Races	61	8	13.1	--	--	--	--	8	13.1	--	--	--	--
Socioeconomically Disadvantaged	61	5	8.2	--	--	--	--	5	8.2	--	--	--	--
English Learners	61	7	11.5	--	--	--	--	7	11.5	--	--	--	--
Students with Disabilities	61	3	4.9	--	--	--	--	3	4.9	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--	--	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--	--	--	--	--	--	--

California Assessment of Student Performance and Progress - Grade 4

Student Groups	Total Enrollment	Number Tested	Percent Tested	English-Language Arts				Number Tested	Percent Tested	Mathematics			
				Percent Achievement Level						Percent Achievement Level			
				One	Two	Three	Four			One	Two	Three	Four
All Students	58	57	98.3	5	12	23	60	57	98.3	4	12	33	51
Male	58	33	56.9	9	9	27	55	33	56.9	6	12	21	61
Female	58	24	41.4	0	17	17	67	24	41.4	0	13	50	38
Black or African American	58	3	5.2	--	--	--	--	3	5.2	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--	--	--	--	--	--	--	--	--
Asian	58	8	13.8	--	--	--	--	8	13.8	--	--	--	--
Filipino	58	1	1.7	--	--	--	--	1	1.7	--	--	--	--
Hispanic or Latino	58	8	13.8	--	--	--	--	8	13.8	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--	--	--	--	--	--	--	--	--
White	58	33	56.9	3	0	24	73	33	56.9	3	3	33	61
Two or More Races	58	4	6.9	--	--	--	--	4	6.9	--	--	--	--
Socioeconomically Disadvantaged	58	5	8.6	--	--	--	--	5	8.6	--	--	--	--
English Learners	58	5	8.6	--	--	--	--	5	8.6	--	--	--	--
Students with Disabilities	58	3	5.2	--	--	--	--	3	5.2	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--	--	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--	--	--	--	--	--	--

California Assessment of Student Performance and Progress - Grade 5

Student Groups	Total Enrollment	Number Tested	Percent Tested	English-Language Arts				Number Tested	Percent Tested	Mathematics			
				Percent Achievement Level						Percent Achievement Level			
				One	Two	Three	Four			One	Two	Three	Four
All Students	60	60	100	7	5	18	70	60	100	3	12	12	73
Male	60	31	51.7	10	6	23	61	31	51.7	6	13	13	68
Female	60	29	48.3	3	3	14	79	29	48.3	0	10	10	79
Black or African American	--	--	--	--	--	--	--	--	--	--	--	--	--
American Indian or Alaska Native	60	1	1.7	--	--	--	--	1	1.7	--	--	--	--
Asian	60	11	18.3	9	0	27	64	11	18.3	0	18	0	82
Filipino	--	--	--	--	--	--	--	--	--	--	--	--	--
Hispanic or Latino	60	5	8.3	--	--	--	--	5	8.3	--	--	--	--
Native Hawaiian or Pacific Islander	60	1	1.7	--	--	--	--	1	1.7	--	--	--	--
White	60	33	55	3	6	12	79	33	55	3	6	15	76
Two or More Races	60	9	15	--	--	--	--	9	15	--	--	--	--
Socioeconomically Disadvantaged	60	4	6.7	--	--	--	--	4	6.7	--	--	--	--
English Learners	60	2	3.3	--	--	--	--	2	3.3	--	--	--	--
Students with Disabilities	60	6	10	--	--	--	--	6	10	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--	--	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--	--	--	--	--	--	--

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.

California Standards Test

The California Standards Test (CST) is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards).

The table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in Science, for the most recent three-year period.

California Standards Test Percentage of Students Meeting or Exceeding State Standards									
Subject	School			District			State		
	2013	2014	2015	2013	2014	2015	2013	2014	2015
Science (Grades 5, 8, and 10)	94	84	87	71	79	73	59	60	56

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

The second table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

For detailed information regarding the results for each grade and performance level, see the CDE CAASPP Results Web site at <http://caaspp.cde.ca.gov/caaspp2015/Index.aspx>.

California Standards Test Percentage of Students Meeting or Exceeding State Standards

Subgroups	
Subject	Science
District	73
School	87
African American/Black	*
American Indian or Alaska Native	*
Asian	90
Filipino	*
Hispanic or Latino	*
Native Hawaiian or Pacific Islander	*
White	86
Males	93
Females	82
Socioeconomically Disadvantaged	*
English Learners	*
Students with Disabilities	*
Migrant Education	*
Two or More Races	*
Foster Youth	*

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

State Priority: Other Pupil Achievement

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

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

Physical Fitness (School Year 2014-15)

In the spring of each year, the school is required by the state to administer a physical fitness test to students in grade five. 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			
2014-15			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	15.0%	31.7%	28.3%

*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 2015-16)

Stevenson Elementary School greatly benefits from its supportive parents. As a parent participation school, Stevenson Elementary School requests all parents to volunteer two hours a week 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.

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the Stevenson office at (650) 903-6950.

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 Elementary School 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 monthly class/parent meetings.

The suspensions and expulsions table illustrates the suspension and expulsion rates for the past three years.

	Suspensions & Expulsions					
	Suspensions			Expulsions		
	12-13	13-14	14-15	12-13	13-14	14-15
School	0.3%	0.3%	0.5%	0.0%	0.0%	0.0%
District	2.8%	2.3%	2.0%	0.0%	0.0%	0.0%
State	5.1%	4.4%	3.8%	0.1%	0.1%	0.1%

Safe School Plan (School Year 2015-16)

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 by the School Site Council, parents, and faculty. 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 staff and after school by the principal, staff, and parent volunteers.

Noon duty supervisors and parent volunteers provide supervision during lunch. Students may be dropped off and picked up from the front of the school. 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.

Federal Intervention Program (School Year 2015-16)

Schools and districts receiving Federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/language arts or mathematics) or on the same indicator (graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

	Federal Intervention Programs	
	School	District
Program Improvement (PI) Status	Not in PI	Not in PI
First Year in PI	-	-
Year in PI (2015-16)	-	-
# of Schools Currently in PI	-	0
% of Schools Currently in PI	-	0.0%

Adequate Yearly Progress (School Year 2014-15)

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for mathematics and English/language arts (ELA) by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The Federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state's standards-based assessments in ELA and mathematics.
- Percent proficient on the state's standards-based assessments in ELA and mathematics.
- Graduation rate (for secondary schools).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP, and the former school would be required to provide the transportation to the new site. Results of school, district, and state performance are displayed in the table.

Adequate Yearly Progress (AYP)						
	School		District		State	
Made AYP Overall	Yes		Yes		Yes	
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes	Yes	Yes
Percent Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Met Attendance Rate	Yes		Yes		N/A	
Met Graduation Rate	N/A		N/A		Yes	

Class Size

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

Class Size Distribution												
Average Class Size	Classrooms Containing:											
	1-20 Students			21-32 Students			33+ Students					
	13	14	15	13	14	15	13	14	15	13	14	15
By Grade Level												
K	25	25	28	-	-	-	3	3	2	-	-	-
1	26	25	23	-	-	-	2	2	3	-	-	-
2	23	25	25	-	-	-	2	3	2	-	-	-
3	24	26	25	-	-	-	3	2	3	-	-	-
4	22	29	29	-	-	-	1	2	2	-	-	-
5	23	25	30	-	-	-	2	2	2	-	-	-

School Leadership

Leadership at Stevenson Elementary is a responsibility shared among district administration, the principal, instructional staff, students, and parents. The 2015-16 school year marks Principal Rebecca Westover's first year as the school's principal. 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, or the Foundation (PTO), parents can provide input and take action on important school initiatives.

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 three through five have Chromebooks at a ratio of 1-to1. Kindergarten through second grade classrooms share two Chromebook carts. Kindergarten also has 12 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.

Counseling & Support Staff (School Year 2014-15)

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 table lists the support service personnel available 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
Counselor Intern	1	As Needed
English Language Development (ELD) Aide	1	0.2
Instructional Coach	1	0.5
Library Technician	1	0.85
Nurse	1	As Needed
Occupational Therapist	1	As Needed
Psychologist	1	0.2
Resource Aide	1	1.0
Resource Teacher	1	0.5
School & Community Engagement Facilitator	1	0.2
Speech/Language Specialist	1	0.5
Student Aide	1	1.0
Technology Aide	1	As Needed

Staff Development

The staff development plan is coordinated by the District Educational Services department in accordance with district and site priorities. Six professional days are planned annually to update and extend adult learning.

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, ELAC, and the principal evaluate the curriculum continuously using testing data, district benchmarks, maps, and assessments. All students have access to the core curriculum. Stevenson provides everything from interventions to enrichment opportunities. 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, we have after-school classes that parents can opt into for a fee. Programs includes karate, basketball, chess, Mandarin, and many other fun after school classes. For more information, please ask about PACT PALS.

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.

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 parcel tax funding to support enrichment and extra-curricular activities designed to challenge any student who is motivated to participate.

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, and a psychologist, 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.

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).

Average Teacher & Administrative Salaries (Fiscal Year 2013-14)

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		
2013-14		
	District	State
Beginning Teachers	\$47,808	\$42,723
Mid-Range Teachers	\$70,540	\$65,936
Highest Teachers	\$88,218	\$84,545
Elementary School Principals	\$119,974	\$106,864
Middle School Principals	\$126,219	\$110,494
High School Principals	-	\$103,499
Superintendent	\$216,216	\$159,133
Salaries as a Percentage of Total Budget		
Teacher Salaries	38.0%	40.0%
Administrative Salaries	7.0%	6.0%

School Site Teacher Salaries (Fiscal Year 2013-14)

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	\$60,429
District	\$68,388
Percentage of Variation	-11.6%
School & State	
All Elementary School Districts	\$69,086
Percentage of Variation	-12.5%

Expenditures & Services Funded (Fiscal Year 2013-14)

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.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$3,608
From Supplemental/Restricted Sources	\$58
From Basic/Unrestricted Sources	\$3,550
District	
From Basic/Unrestricted Sources	\$4,249
Percentage of Variation between School & District	-16.5%
State	
From Basic/Unrestricted Sources	\$5,348
Percentage of Variation between School & State	-33.6%

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, is not controlled by law or donor.

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

District Revenue Sources (Fiscal Year 2014-15)

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