



Serving Grades
Six through Eight

CDS: 43-69591-6047989

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Mountain View
Whisman
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Mountain View Whisman School District

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2016-17 School Accountability Report Card

Published in 2017-18 School Year

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

Graham Middle School is defined by the following Five Essential Elements: *I Belong, Do No Harm, Pursue Knowledge, Together We Can, Take Pride.* We received the California Gold Ribbon Project Cornerstone Caring School Climate Award in the 2014-15 school year. We work diligently to ensure everyone believes and acts like they belong to our community. We train our students and staff that we do not harm anyone physically, emotionally or academically. We provide training on what bullying is, and any form of bullying is not tolerated. The staff models high expectations that students will grow in all academic areas, and will continue to pursue learning in areas that interest them. We work together to achieve greatness that we could not do alone. We have an active parent community that works with Graham to ensure success for all. The staff diligently works to inspire students to take pride in their school, their work, themselves, and the greater community.



Community & School Profile (School Year 2017-18)

Graham Middle School is located in Mountain View, a suburban community of over 77,000, approximately 35 miles south of San Francisco. It is part of the Mountain View Whisman School District, which serves more than 5,000 students in eight elementary schools and two middle schools. The school receives students from all elementary schools in the district, but the major feeder schools are Bubbs, Huff, Landels, and Castro. Graham Middle School students represent the diversity of the city of Mountain View; preparing them for a successful transition to high school, college, and life. The school is also a Project Cornerstone school.

School Attendance & Enrollment (School Year 2016-17)

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 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).

The charts display school enrollment broken down by grade or student group.

Enrollment Trend by Grade Level

	2014-15	2015-16	2016-17
6th	263	301	289
7th	255	268	290
8th	261	253	266

Enrollment by Student Group

2016-17	
	Percentage
Black or African American	1.5%
Asian	13.7%
Filipino	1.9%
Hispanic or Latino	40.8%
Native Hawaiian or Pacific Islander	0.5%
White	32.2%
Two or More Races	9.3%
EL Students	16.9%
Socioeconomically Disadvantaged	33.7%
Students with Disabilities	11.6%
Foster Youth	0.1%

A. 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
	15-16	16-17	17-18	17-18
Fully Credentialed	43	44	45	268
Without Full Credentials	0	0	0	4
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

	15-16	16-17	17-18
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 2017-18)

The Graham Middle School campus occupies 19 acres. The campus recently completed a major three-year renovation. Our classrooms are fully remodeled to include a 72 inch wireless monitor with external speakers and front row amplification system. The walls were designed with more whiteboard space to enhance the 21st century skills of critical thinking, communication, collaboration, and creativity.

The performing arts classrooms were remodeled to include acoustical tiles to enhance music production. Plenty of instrument storage facilities were included.

We have a new Innovation Center which houses six classrooms including our new STEM elective and our Robotics club. The campus is now home to a state-of-the-art multi-use theater. The newly redesigned multi-purpose room hosts our school dances, lunch, and many other community events. The library was redesigned to be used in flexible ways also.

Next summer, the theater courtyard will be redone to include an amphitheater and landscaping.

The campus is currently comprised of 34 permanent classrooms, five portables, one library, one gym, one staff room, one multi-purpose room, one computer lab, and two playgrounds (one for the pre-school).

Cleaning Process

The principal works daily with the custodial team 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.

The chart shows the results of the most recent school facilities inspection (as of October 2017). While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

School Facility Conditions				
Date of Last Inspection: 07/21/2017				
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			CR #3: Tile coming up in several places in room; glue down. CR #41: Tile at door threshold is buckling/cracking.
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			Custodial Closet Rm 26A: Custodial closet needs to be cleaned up; clutter in room and equipment in front of electrical panel. Mechanical Rooms: Housekeeping, remove clutter and keep equipment & supplies away from electrical panels.
Electrical	X			CR #12: Lighting fixtures out (2); replace ballast/bulbs. CR #22: Electrical outlet cover coming loose from wall. CR #42: Lighting fixture is out (2); replace ballast/bulbs. Room #54 (DO Storage): Lighting fixture not working (1); replace bulb/ballast.
Restrooms/Fountains	X			CR #20: Sink faucet not working, repair/replace with new. Girls Restrooms by CR #19: Sink is not working; sensor may not be working, have power to it. Boys Restrooms by CR #19: Electric hand dryer is not working; replace control card. CR #33: Lighting fixture is out (1); replace ballast/bulbs. Room #53 (BEAT): Sink not working; repair. Boys Restrooms by CR #38: Electric hand dryer is not working; replace control card.
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			CR #8: Window on parking lot side has a B-B hole in it; 3rd pane from door. Window is intact and not cracking. Science Storage Room: Closet lock does not lock/latch on left side. CR #28: Crack in window above door (small crack on side), is not splintering. Library: Doors leading out to front & side of building; door closer adjustment. Playgrounds (By Portables): Rubber playground surfacing is cracked/peeling off in sheets.

Instructional Materials (School Year 2017-18)

The school district held a public hearing on September 21, 2017, 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 October 2017 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
6th-8th	English/Language Arts	McGraw-Hill	2016	Yes	0.0%
6th-8th	Mathematics	Eureka Math	2015	Yes	0.0%
6th-8th	Science	Prentice Hall	2007	Yes	0.0%
6th-8th	Social Science/History	Holt	2006	Yes	0.0%
6th-8th	Social Science/History	Teacher's Curriculum Institute	2006	Yes	0.0%

B. 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 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 the optional Standards-based Tests in Spanish (STS) for Reading/Language Arts (RLA).

In the 2014-15 and 2015-16 school years, the Science assessments were paper-pencil tests for grades five, eight, and ten: the California Standards Tests (CSTs) for Science, the California Modified Assessment (CMA) for Science, and California Alternate Performance Assessment (CAPA) for Science. During the 2016-17 school year, the new California Science Test was pilot tested. This pilot test replaced the California Standards Tests and California Modified Assessment for Science. **Because this was a pilot year, no Science scores will be disclosed.**

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.

For 2015-16 and 2016-17, this section includes the school, district, and state information on the percent of students meeting or exceeding the State standards on the California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Summative Assessments and California Alternate Assessments (CAAs) for English language arts/literacy (ELA) and mathematics for grades three through eight and grade eleven. It also displays Science scores (grades 5, 8, and 10) for 2014-15 and 2015-16.

California Assessment of Student Performance and Progress									
Percent of Students Meeting or Exceeding the State Standards									
Subject	School			District			State		
	2015	2016	2017	2015	2016	2017	2015	2016	2017
English Language Arts/Literacy (Grades 3-8 and 11)	--	67	66	--	66	66	--	48	48
Mathematics (Grades 3-8 and 11)	--	63	65	--	60	62	--	36	37
Science (Grades 5, 8, and 10)	83	83	--	73	73	--	56	54	--

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

California Assessment of Student Performance and Progress							
Student Groups	English-Language Arts				Mathematics		
	Total Enrollment	Number Tested	Percent Tested	% Met or Exceeded CA Standard	Number Tested	Percent Tested	% Met or Exceeded CA Standard
All Students	859	838	97.56	66.47	852	99.07	65.14
Male	455	444	97.58	63.74	453	99.34	66
Female	404	394	97.52	69.54	399	98.76	64.16
Black or African American	13	13	100.00	53.85	13	100.00	61.54
Asian	121	116	95.87	83.62	122	100.00	86.07
Filipino	14	14	100.00	78.57	14	100.00	64.29
Hispanic or Latino	351	342	97.44	37.72	346	98.58	33.24
White	273	266	97.44	89.85	270	98.90	89.63
Two or More Races	83	83	100.00	85.54	83	100.00	89.16
Socioeconomically Disadvantaged	294	285	96.94	32.98	290	98.64	26.9
English Learners	365	349	95.62	38.11	363	99.18	36.64
Students with Disabilities	96	93	96.88	11.83	92	96.84	10.87

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

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

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

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

Physical Fitness (School Year 2016-17)

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

Percentage of Students in Healthy Fitness Zone

2016-17

Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	13.4%	26.4%	47.6%

C. 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 & Community Involvement (School Year 2017-18)

Graham Middle School benefits greatly from the involvement of parents and local community partnerships. There are several avenues in which parents may become involved: Parent Teacher Association (PTA), English Learner Advisory Committee (ELAC), School Site Council, Mountain View Education Foundation (MVEF), Graham Performing Arts Council (GPAC), volunteering in classrooms, the library, the office, and at school events. We also received a grant from School Linked Services for a full-time Community Engagement Facilitator to work with our teachers and parents' involvement.

Partners for New Generations provides classroom mentors and tutors. The school has also partnered with the City of Mountain View, PAL, Safe Moves, the Challenge Team, the Community Health Awareness Council (CHAC), and Foothill College.

Parents are actively engaged in bringing Project Cornerstone to our campus. Parents host a lunchtime student lounge where students have a place to go to hang out, draw, and talk with caring adults and friends while listening to calming music.

Graham is also partnering with Achungo School in Kenya as a sister school. We do community service projects to help support the students in Kenya.

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the school office at (650) 526-3570 or visit the school's website: <http://graham.mvwsd.org/> for more information.

State Priority: School Climate

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

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

Discipline & Climate for Learning

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

The school hired an additional staff member to build a social/emotional program at Graham to create a more culturally responsive community.

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

Suspensions & Expulsions

	Suspensions			Expulsions		
	14-15	15-16	16-17	14-15	15-16	16-17
School	5.18	6.79	3.28	0.00	0.00	0.00
District	2.01	2.63	1.66	0.00	0.00	0.00
State	3.79	3.65	3.65	0.09	0.09	0.09

Safe School Plan (School Year 2017-18)

The safety of students and staff is a primary concern of Graham Middle School. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan is reviewed and updated annually by the School Site Council and teacher representatives. All revisions are communicated with staff. The plan was most recently updated and reviewed with school staff in March 2017.

The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year. Students are supervised before and after school by the principal, assistant principal, and teachers on yard duty. Noon-duty aides, the at-risk coordinator, the principal, or the assistant principal provide supervision during lunch. 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.

D. 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 2017-18)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not meet federal Annual Measurable Objective targets for two consecutive years in the same area or indicator, including English/Language Arts and Math testing participation rates, attendance rates, and graduation rates. After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not meet those goals.

Due to the flexibility allowed by the Every Student Succeeds Act (ESSA) that became law in December 2015 and reauthorized the ESEA, no district or school will be newly identified for PI in the 2017–18 school year. Districts and schools that received Title I, Part A funds for the 2016–17 school year and were “In PI” in the 2016–17 school year will retain their same PI status and placement year for 2017–18. California elected not to require districts or schools to provide Supplemental Educational Services and Choice for the 2017–18 school year, as defined in Section 1116 of the ESEA.

Districts and schools that received Title I, Part A funds for the 2016–17 school year and either had a status of “Not in PI” for the 2016–17 school year or did not receive Title I, Part A funds for the 2015–16 school year will have a status of “Not in PI” for the 2017–18 school year.

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	-	
# of Title I Schools Currently In PI	-	0
% of Title I Schools Currently In PI	-	0.0%

School Leadership

Leadership at Graham Middle School is a responsibility shared among district administration, the principal, instructional staff, students, and parents. The 2016-17 school year marked Principal Kim Thompson’s eighth year at Graham Middle School. Principal Thompson brings over 19 years of experience; she has worked in Mountain View Whisman as a 5th grade teacher, math coach and assistant principal. Working alongside Principal Thompson are Assistant Principals Heidi Galassi and Vern Taylor.

The school offers the following leadership opportunities for its staff:

- Grade-level Teams
- English Learner Advisory Committee (ELAC)
- Department Teams
- Curriculum Committees
- Leadership Team
- School Site Council
- Representatives to the District English Language Learner (ELL) Committee

The School Site Council (SSC) s made up of staff and parents that serve as the governing body. Both the group and the entire staff have involvement in the School Site Plan that sets the goals and focus for Graham Middle School.

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.

Counseling & Support Staff (School Year 2016-17)

It is the goal of Graham Middle School to assist students in their social and personal development as well as academics. The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. The Community Health Awareness Council (CHAC) provides three counselors to assist students with their emotional needs.

The school did not have an academic counselor in the 2016-17 school year. The table lists the support service personnel available to students at Graham Middle 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
At-Risk Intervention Supervisor	2	2.0
Community Engagement Facilitator	1	1.0
Contracted Counselor	5	2.5
Counselor Intern	3	2.8
Instructional Coach	3	1.5
Library Technician	2	1.125
Nurse	1	As Needed
Occupational Therapist	1	As Needed
One-on-One Aides	3	3.0
Psychologist	1	0.5
Resource Specialist Program (RSP) Teacher	3	3.0
RSP Aide	4	4.0
SDC Aide	3	3.0
Special Day Class (SDC) Teacher	2	2.0
Speech and Language Specialist	1	1.0

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.

Individualized Instruction

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

English Language Learners

English Language Learners (ELL) receive specialized services and instruction in an environment conducive to maximizing English learning. Students receive in-class instruction, utilizing Specially Designed Academic Instruction (SDAIE) strategies during English Language Arts classes. Five leveled English Language Development (ELD) classes are available on a pull-out basis for student instruction.

Class Size

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

Class Size Distribution												
Average Class Size	Classrooms Containing:											
	1-20 Students			21-32 Students			33+ Students					
15	16	17	15	16	17	15	16	17	15	16	17	
By Subject Area												
English	19	20	19	23	20	18	6	8	15	2	1	1
Mathematics	29	29	26	2	1	4	11	11	14	4	5	3
Science	27	27	23	1	2	10	16	17	16	1	-	-
Social Science	23	23	26	12	9	6	6	12	15	3	1	1

Curriculum Development

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

Graham Middle School provides everything from interventions to enrichment opportunities. Student progress is monitored through ongoing assessment and is conveyed to parents on report cards. Group assessment data is shared with the staff to both support students and help determine school needs and focus. The principal and individual staff members also discuss student's assessment data as needed and appropriate.

Computer Resources

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

Library Information

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

Additional Internet Access/Public Libraries

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

Extracurricular & Enrichment Activities

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

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

Recognition Programs

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

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

Expenditures & Services Funded (Fiscal Year 2015-16)

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	\$5,750
From Supplemental/Restricted Sources	\$270
From Basic/Unrestricted Sources	\$5,479
District	
From Basic/Unrestricted Sources	\$2,197
Percentage of Variation between School & District	149.4%
State	
From Basic/Unrestricted Sources	\$6,574
Percentage of Variation between School & State	-16.6%

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, are not controlled by law or donor.

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

District Revenue Sources (Fiscal Year 2016-17)

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)

Average Teacher & Administrative Salaries (Fiscal Year 2015-16)

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 2015-16		
	District	State
Beginning Teachers	\$52,207	\$47,034
Mid-Range Teachers	\$77,030	\$73,126
Highest Teachers	\$96,334	\$91,838
Elementary School Principals	\$124,641	\$116,119
Middle School Principals	\$132,102	\$119,610
High School Principals	-	\$115,194
Superintendent	\$200,000	\$178,388
Salaries as a Percentage of Total Budget		
Teacher Salaries	31.0%	37.0%
Administrative Salaries	6.0%	6.0%

School Site Teacher Salaries (Fiscal Year 2015-16)

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	\$75,437
District	\$73,652
Percentage of Variation	2.4%
School & State	
All Elementary School Districts	\$74,194
Percentage of Variation	1.7%

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).