



Serving Grades
Kindergarten through Five

CDS: 43-69591-0132373

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Mountain View
Whisman
School District

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Gabriela Mistral Elementary School

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Mountain View Whisman School District

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2017-18 School Accountability Report Card

Published in 2018-19 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/>.
- 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.

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).

Principal's Message

Gabriela Mistral Elementary School is committed to equipping all of our students for the highest level possible in an effort to help them become world 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 and that no student is expendable.

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 bi-literacy 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

Community & School Profile (School Year 2018-19)

Gabriela Mistral Elementary 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.

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

The Dual Immersion Program brings Spanish and English speaking students and families together, creating a bilingual and bicultural educational experience. This choice program of the Mountain View Whisman School District is dedicated to promoting fluency, literacy and academic excellence in both Spanish and English.

School Attendance & Enrollment (School Year 2017-18)

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

	2015-16	2016-17	2017-18
K	75	77	74
1st	74	78	74
2nd	66	69	77
3rd	54	62	59
4th	60	53	56
5th	60	55	49
Total	389	394	389

Enrollment by Student Group

2017-18

	Percentage
Black or African American	1.0
American Indian or Alaska Native	0.3
Asian	4.4
Hispanic or Latino	59.1
White	24.4
Two or More Races	10.8
EL Students	36.8
Socioeconomically Disadvantaged	42.4
Students with Disabilities	4.4
Foster Youth	0.3

Conditions of Learning

State Priority: Basic

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

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

Teacher Assignment

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

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.

Teacher Credential Status

	School			District
	16-17	17-18	18-19	18-19
Fully Credentialed	18	19	19	279
Without Full Credentials	1	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Misassignments/Vacancies

	16-17	17-18	18-19
Misassignments of Teachers of English Learners	0	1	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	1	0
Vacant Teacher Positions	0	0	0

School Facilities (School Year 2018-19)

Gabriela Mistral Elementary School was originally built in 1948 and covers nine acres. All permanent facilities at Mistral Elementary School were fully renovated in 1998. 16 permanent wing classrooms were renovated in the summer of 2017. The District is building a new kinder classroom wing, and has completed a new library, playground, and a multi-use room in 2018. The District is adding a second playground in 2019. The campus is currently comprised of 16 permanent classrooms, nine portable classrooms, three pre-school classrooms, a preschool office, a library, a staff room, a multi-purpose room, a playground and field. The school is located on a park site, which draws community members during evenings and on weekends.

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.

The chart shows the results of the most recent school facilities inspection (as of September 2018). 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: 09/15/2018				
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 6: Wallpaper is peeling and bubbling. CR 4: Hole in the closet ceiling. Nurse's Room: Hole in the ceiling patch.
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			Exterior water fountains: Dirty, housekeeping needed. Exterior restrooms: Dirty.
Electrical	X			
Restrooms/Fountains	X			
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			CR 18: Door closer needs to be adjusted.

Instructional Materials (School Year 2018-19)

The school district held a public hearing on September 20, 2018, 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 September 2018 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	From Most Recent Adoption	% Lacking
TK-5	English / Spanish	Benchmark Education Company	2016	Yes	0.0%
TK-5	History/Social Studies	Scott Foresman	2006	Yes	0.0%
TK-5	Mathematics	Go Math!	2016	Yes	0.0%
TK-5	Science	FOSS	2007	Yes	0.0%

Pupil Outcomes

State Priority: Pupil Achievement

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

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

California Assessment of Student Performance and Progress

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

A new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS) has been developed. The California Standards Test and California Modified Assessment for Science are no longer administered. The new California Science Test (CAST) was piloted in spring 2017 and field tested during the 2017–18 school year. No student scores or aggregated results will be released until development of the test has been completed and reviewed. **The CAST will be administered operationally during the 2018–19 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.

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

California Assessment of Student Performance and Progress									
Percent of Students Meeting or Exceeding the State Standards									
Subject	School			District			State		
	2016	2017	2018	2016	2017	2018	2016	2017	2018
English Language Arts/Literacy (Grades 3-8 and 11)	65	73	65	66	66	68	48	48	50
Mathematics (Grades 3-8 and 11)	60	67	68	60	62	64	36	37	38
Science (Grades 5, 8, and 10)	53	--	--	73	--	--	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	159	158	99.37	64.56	158	99.37	68.35
Male	69	68	98.55	51.47	68	98.55	67.65
Female	90	90	100.00	74.44	90	100.00	68.89
Hispanic or Latino	100	99	99.00	49.49	99	99.00	56.57
White	36	36	100.00	91.67	36	100.00	91.67
Two or More Races	17	17	100.00	82.35	17	100.00	82.35
Socioeconomically Disadvantaged	69	69	100.00	34.78	69	100.00	43.48
English Learners	73	73	100.00	41.1	73	100.00	49.32

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

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

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

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

Physical Fitness (School Year 2017-18)

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

Percentage of Students in Healthy Fitness Zone

2017-18

Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	23.4%	12.8%	8.5%

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

Engagement

State Priority: Parental Involvement

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

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

Parent Involvement (School Year 2018-19)

Parent involvement is an essential component of the Mistral school community. All parents are expected 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 Parent Institute for Quality Education (PIQE) courses. Parents may also participate in the Parent Teacher Association (PTA), School Site Council (SSC) and English Language Advisory Council (ELAC).

State Priority: School Climate

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

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

Discipline & Climate for Learning

Students at Mistral Elementary School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. Parents and students are informed of school rules and discipline policies at Back-To-School Night at the start of the school year. Throughout the year behavior and discipline policies are reviewed in school newsletters, parent emails, Open House, and classroom discussions. All the schools in our district have initiated positive school climate procedures that include specific anti-bullying activities. The school has an At-Risk Supervisor who works closely with students inside and outside of the classroom to help students make good decisions and learn social-emotional strategies.

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

	Suspensions & Expulsions					
	Suspensions			Expulsions		
	15-16	16-17	17-18	15-16	16-17	17-18
School	0.50	1.50	0.51	0.00	0.00	0.00
District	2.63	1.66	1.05	0.00	0.00	0.00
State	3.65	3.65	3.51	0.09	0.09	0.08

Safe School Plan (School Year 2018-19)

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 2018.

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. Afterschool supervision is provided by yard duty personnel with noon supervisors covering during lunch, and teachers supervising during recess. The school enforces a closed-campus policy during school hours to ensure student safety. Visitors must sign in at the office, wear a visitor's badge at all times while on campus, and sign out upon leaving the school.

Other SARC Information

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

School Leadership

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

Leadership opportunities at Mistral Elementary School include a Site Leadership Team, School Site Council (SSC), and Response to Instruction/Intervention Team (RTI).

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		
16	17	18	16	17	18	16	17	18	16	17	18	
By Grade Level												
K	25	26	25	-	-	-	3	3	3	-	-	-
1	25	26	25	-	-	-	3	3	3	-	-	-
2	22	23	26	-	-	-	3	3	3	-	-	-
3	27	21	20	-	2	3	2	1	-	-	-	-
4	30	27	28	-	-	-	2	2	2	-	-	-
5	22	28	25	1	-	-	2	2	2	-	-	-
Other	-	7	-	-	1	-	-	-	-	-	-	-

Counseling & Support Staff (School Year 2017-18)

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

Community Health Awareness Council (CHAC) provides individual and group counseling on campus for students in need. Students can be referred by either a teacher or parent. Parental permission is required before a child can meet with the CHAC personnel.

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

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	1	1.0
Community Engagement Facilitator	1	1.0
Community Health Awareness Counselor	1	1.0
Instructional Coach – CERT	1	1.0
Library Technician	1	0.5
Nurse	1	As Needed
Occupational Therapist	1	As Needed
Psychologist	1	As Needed
Resource Specialist Program (RSP) Teacher	1	0.6
Response to Instruction Teacher (CERT)	2	1.5
RSP Aide	1	0.3
Speech and Language Specialist	2	0.7

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.

Mistral Elementary School offers an enrichment program for students in grades three through five. There are no state monies for this program; it is funded by the Mistral PTA. Family donations support a robust offering of engaging after-school activities.

English Language Learners

Mistral is a linguistically and culturally vibrant elementary school, where students and parents of diverse backgrounds are accepted and valued. Our Spanish-English Dual Immersion Program draws students from throughout Mountain View. At Mistral, Spanish and English speaking students and families work together, creating a bilingual and bicultural educational experience. This choice program of the Mountain View Whisman School District is dedicated to promoting fluency, literacy, and academic excellence in both Spanish and English.

To ensure English Learner (EL) academic success and simultaneously develop proficiency in advanced English students receive targeted English instruction through Integrated English Language Arts/Science 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 an extra hour four days a week of ELD to Kinder students who are levels 1 and 2 as measured by the English Language Proficiency Assessments for California (ELPAC). Students in grades 3 through 5 who score at a level 3 or below as measured by the ELPAC have additional access to Lexia Reading.

Individualized Instruction

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

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.

This year marks year three of our school journey as a Professional Learning Community (PLC). All staff members at Mistral have received training in PLC's with newly hired staff attending a PLC conference during the summer. The goal of this high-leverage strategy is to provide ongoing job-embedded professional development and use student data to inform instructional practice in the classroom. As a PLC, we will focus on examining data, analyzing current levels of achievement, identifying essential standards, and developing common formative and summative assessments, sharing strategies, and researching best practices. The Mistral staff will continue to work collaboratively in recurring cycles of inquiry and action research to achieve better student results. This year, professional learning is planned in the following areas: Sheltered Instruction Observation Protocol (SIOP), Response to Instruction (RtI), Professional Learning Community (PLC), and Social Emotional Learning (SEL).

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, Parent-Focus Groups, ELAC, and the principal evaluate Mistral Elementary School's curriculum continuously using assessment data, district benchmarks, and maps. All students have access to the core curriculum.

Mistral Elementary provides dedicated time each day for intervention and enrichment through the school's Response to Instruction program. The District provides two additional teachers to support this initiative. Student progress is monitored through ongoing assessment and is conveyed to parents on report cards. Group assessment data is shared with the staff to both support students and help determine school needs and focus. The principal and individual staff members also discuss student's assessment data as needed and appropriate.

Extracurricular & Enrichment Activities

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

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

Recognition Programs

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

Computer Resources

The use of technology in the classroom supports and integrates the subject matter curriculum. All classrooms are wired for Internet access. The most widely used technology programs are ST Math, Khan Academy, and Zearn for mathematics practice and Reading A-Z and Lexia for Spanish and English reading practice. Each classroom has access to technology devices in the classroom.

- Kinder: Three classrooms share two tablets/Chromebooks carts (57 devices)
- 1st to 5th Grade: A Chromebook cart in each classroom
- 6 iPads for the Summit program

Library Information

Mistral Elementary School's library, staffed by a full-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.

Expenditures & Services Funded (Fiscal Year 2016-17)

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 that will be reported in the 2018-19 fiscal year.

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	\$5,614
From Supplemental/Restricted Sources	\$222
From Basic/Unrestricted Sources	\$5,392
District	
From Basic/Unrestricted Sources	\$2,536
Percentage of Variation between School & District	112.6%
State	
From Basic/Unrestricted Sources	\$7,125
Percentage of Variation between School & State	-24.3%

District Revenue Sources (Fiscal Year 2017-18)

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 2016-17)

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		
2016-17		
	District	State
Beginning Teachers	\$56,384	\$48,064
Mid-Range Teachers	\$83,192	\$75,417
Highest Teachers	\$104,041	\$94,006
Elementary School Principals	\$124,641	\$119,037
Middle School Principals	\$132,102	\$123,140
High School Principals	-	\$135,974
Superintendent	\$220,000	\$183,692
Salaries as a Percentage of Total Budget		
Teacher Salaries	33.0%	36.0%
Administrative Salaries	7.0%	6.0%

School Site Teacher Salaries (Fiscal Year 2016-17)

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	\$71,877
District	\$78,760
Percentage of Variation	-8.7%
School & State	
All Elementary School Districts	\$76,046
Percentage of Variation	-5.5%