



Mariano Castro Elementary School

505 Escuela Avenue • Mountain View, CA 94040 • (650) 526-3590

Mountain View Whisman School District

Dr. Judy Crates, Principal

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

Serving Grades
Kindergarten through Five

2010-2011 School Accountability Report Card

District Administration

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Dr. Mary Lairon
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Educational Services

Stephanie Totter
Assistant Superintendent,
Administrative Services

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Principal's Message

The Mariano Castro School community empowers our diverse student population with the skills and knowledge to become lifelong learners prepared for the world ahead. Our Core Values are "Academic excellence through a culture of high expectations, strong community through a culture of collaboration, and broad worldview through a culture of respect." We provide a vital learning community so that every child succeeds every day.

School Profile

Castro Elementary is located in Mountain View, a suburban community of 70,700, approximately 35 miles south of San Francisco. It is part of the Mountain View Whisman School District, which served 4,825 students in seven elementary schools and two middle schools during the 2010-11 school year.

At the beginning of the 2010-11 school year, 539 students were enrolled at Castro Elementary. Student body demographics are illustrated in the chart.

Student Enrollment by Ethnic Group	
2010-11	
	Percentage
African American/Black	0.7%
American Indian	0.2%
Asian	2.2%
Filipino	0.7%
Hispanic or Latino	72.0%
Pacific Islander	0.2%
White	17.6%
Two or More	4.5%
None Reported	1.9%

Discipline & Climate for Learning

Students at Castro Elementary 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 Houses, and classroom discussions. All the schools in our district have initiated positive school climate procedures that include specific anti-bullying activities.

The suspensions and expulsions table illustrates total cases for the last three years, as well as a percentage of enrollment. Suspensions are expressed in terms of total infractions, not number of students suspended, as some students may have been suspended on multiple occasions. Expulsions occur only when required by law or when all other alternatives are exhausted.

	Suspensions & Expulsions					
	School			District		
	08-09	09-10	10-11	08-09	09-10	10-11
Suspensions	3	10	2	202	231	224
Suspension Rate	0.4%	1.8%	0.4%	4.5%	4.9%	4.6%
Expulsions	0	0	0	0	0	0
Expulsion Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

Recognition Programs

It is Castro Elementary's goal to recognize students for their good work and to reinforce those behaviors which contribute to a positive learning community. Castro Elementary recognizes students within their classrooms as well as at school and district events. Students can earn a Castro Cougar award for positive behavior. Cougar Award Assemblies are held twice a month, where students are recognized for being respectful, responsible and safe.

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. Castro'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.

Castro Elementary offers the following activities for its students:

- Chess Club
- GATE Leadership
- Chorus
- Writing
- BAWSI (Bay Area Women's Sports Initiative)
- GoGirls
- Yoga
- Theaterworks
- Folklorico Dance
- Garden Club
- Taking Care of Pets
- Art

School Attendance & Enrollment

Regular daily attendance is a priority at Castro Elementary 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.

Enrollment Trend by Grade Level			
	2008-09	2009-10	2010-11
K	137	107	122
1st	127	99	106
2nd	145	96	82
3rd	108	102	80
4th	90	77	78
5th	85	62	71

Parents are advised of their responsibilities, including proper notification of when and why students are absent.

Attendance is monitored very closely and is followed up on by phone calls made daily by the school secretary, letters home, meetings with the principal, and contracts with the principal, if necessary. Those students who continue to exhibit excessive absences are directed to the appropriate authorities, including the local Student Attendance Review Board (SARB).

Parent Involvement

Castro Elementary has a very strong and active parent community. There are several avenues for parents to become involved:

- Curricular Support
- School Site Council
- PTA
- (SSC)
- Dual Immersion Advisory (DIA)
- Parent Recruiting Group
- Marketing Programs
- English Learner Advisory Committee (ELAC)

The School Site Council involves parents and staff in program evaluation and improvement.

The PTA is very active in providing classroom and school materials and equipment, training volunteers, providing parent education classes, and in fundraising for the school. The school enjoys partnerships with the following community members and organizations:

- City of Mountain View Bookmobile
- Community Services of Mountain View
- Mountain View Police PAL Program
- Area High Schools
- Partners for a New Generation
- Community Health Awareness Council (CHAC)
- CSMA (Community School of Music and Art)

Class Size

Parent volunteers and instructional aides assist teachers in the classroom. The table indicates the average class size, as well as the number of classes offered in reference to their enrollments.

Class Size Distribution												
Average Class Size	Classrooms Containing:											
	1-20 Students			21-32 Students			33+ Students					
	09	10	11	09	10	11	09	10	11	09	10	11
By Grade Level												
K	20	21	25	6	1	-	-	4	5	-	-	-
1	20	19	26	6	4	-	-	1	4	-	-	-
2	20	22	23	5	-	-	1	4	4	-	-	-
3	20	20	23	5	3	-	-	1	4	-	-	-
4	26	24	30	-	-	-	3	3	3	-	-	-
5	25	27	28	-	-	-	3	2	3	-	-	-
K-3	20	-	-	3	-	-	-	-	-	-	-	-

Counseling & Support Staff

It is the goal of Castro Elementary 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 to students at Castro Elementary.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Counselor Intern	5	2.5
Library Aide	1	0.6
Nurse	1	0.3
Psychologist	1	0.2
Resource Specialist Program (RSP) Teacher	1	1.0
RSP Aide	1	0.6
Speech and Language Specialist	1	0.4

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.

English Language Learners & Dual Immersion Program

Castro Elementary has both a neighborhood English program and a Dual Immersion Program.

English Learners receive daily instruction in the core academic subjects (reading/language arts, math, history/social studies, science, and physical education). All students visit the library once per week. English Language Learners are grouped at their proficiency level for intensive English language classes, daily.

The Dual Immersion Program at Castro Elementary started in 1996 with the goals of developing biliteracy in both English and Spanish, as well as cultural awareness and understanding. In the primary grades there are typically three classes at each grade level and in the upper grades, there are one or two classes depending on enrollment. The kindergarten through fifth grade program has a specific scope and sequence that develops Spanish literacy first with the transition to English phonics, reading, and writing. The fourth and fifth grade students benefit from curriculum that includes literature studies and research in both languages.

GATE

Castro Elementary offers Gifted and Talented Education (GATE) program to those who qualify. Parents of GATE students take the leadership of developing enrichment activities. Each Monday after school fourth and fifth grade GATE students participate in an enrichment program guided by a Castro teacher. The school offers sixth grade math to our advanced fifth grade students. Many students who enter the Dual Immersion program are GATE students.

Curriculum Development

All curriculum development at Castro Elementary is based on the California State Content 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, ELAC, the District Curriculum Committee, and the principal evaluate Castro Elementary's curriculum continuously using testing data, district benchmarks, maps, and assessments. All students have access to the core curriculum. Castro Elementary 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.

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) 526-3590 or visit the school's website: <http://castro.mwisd.org/> for more information.

Instructional Materials

The school district held a public hearing on September 15, 2011, 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 2011 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	2002	Yes	0.0%
K-5	History/Social Studies	Scott Foresman	2006	Yes	0.0%
K-5	Mathematics	Scott Foresman	2008	Yes	0.0%
K-5	Reading/ Language Arts	Houghton Mifflin	2010	Yes	0.0%
K-5	Science	Foss Science Kits - Standards Aligned	2007	Yes	0.0%

Library Information

Castro Elementary's library, staffed by a part-time library aide, 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 4 computers for student use. The school is currently in the process of labeling all of the books for the Accelerated Reading program. Mountain View Public Library provides a Book Mobile to Castro on Tuesdays from 4:30-6pm. These services have no cost for Castro students.

Computer Resources

In addition to the computers in the library, each classroom at Castro Elementary contains at least one Internet-connected computer. The school has a computer lab with 30 computers and audio-visual equipment available for teachers to use within their classrooms.

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.

Physical Fitness

In the spring of each year, Castro Elementary is required by the state to administer a physical fitness test to all students in grade fifth. 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			
2010-11			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	21.4%	21.4%	20.0%

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

Student Achievement & Testing

Various measures of student achievement are used as an ongoing part of the quality instructional program at Mountain View Whisman School District. These assessments measure students' actual progress as well as the effectiveness of the instructional program.

Multiple measures of assessment include the following: Developmental Reading Assessments (DRA), Standards-Based Trimester Benchmark Assessments in Mathematics and Language Arts, Standards-Based teacher or publisher created assessments. In addition to district-established performance objectives, the state and federal governments have set standards for student achievement. A school and district's progress in meeting or exceeding those standards is measured through the results of testing and other criteria.

California Standards Test

The California Standards Test (CST), a component of the STAR Program, 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 first table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in English/language arts, mathematics, social science, and science, for the most recent three-year period.

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 results on course specific tests, please see <http://star.cde.ca.gov>.

California Standards Test (CST)									
Subject	School			District			State		
	2009	2010	2011	2009	2010	2011	2009	2010	2011
English/Language Arts	55	49	50	60	62	64	50	52	54
Mathematics	62	68	70	62	65	65	46	48	50
Science	60	50	49	64	62	69	50	53	56
History/Social Science	*	*	*	52	50	57	41	44	48

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

California Standards Test (CST)				
Subgroups				
Subject	English/ Language Arts	Mathematics	Science	History/ Social Science
District	64	65	69	57
School	50	70	49	*
African American/ Black	*	*	*	*
American Indian	*	*	*	*
Asian	*	*	*	*
Filipino	*	*	*	*
Hispanic or Latino	34	58	31	*
Pacific Islander	*	*	*	*
White	95	10	10	*
Males	49	70	48	*
Females	52	69	50	*
Socioeconomically Disadvantaged	28	54	26	*
English Learners	26	53	16	*
Students with Disabilities	16	22	*	*
Migrant Education	*	*	*	*
Two or More Races	*	*	*	*

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

Federal Intervention Program

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 (API or 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.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	In PI	In PI
First Year in PI	2011-2012	2009-2010
Year in PI (2011-12)	Year 1	Year 3
# of Schools Currently in PI	-	3
% of Schools Identified for PI	-	27.27%

Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to meet.

Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

The first table displays the school's API ranks and actual API point changes by student group for the past three years. The second table displays, by student group, the current Growth API at the school, district, and state level.

API School Results			
	2008	2009	2010
Statewide	5	5	5
Similar Schools	3	2	4
Group	08-09	09-10	10-11
All Students at the School			
Actual API Change	24	C	16
Hispanic or Latino			
Actual API Change	8	C	16
White			
Actual API Change	27	C	13
Socioeconomically Disadvantaged			
Actual API Change	2	C	17
English Learners			
Actual API Change	5	C	13

"C" means the school had significant demographic changes and there is no Growth or target information.

	Growth API					
	School		District		State	
	Number of Students	Growth Score	Number of Students	Growth Score	Number of Students	Growth Score
All Students at the School	297	809	3,378	834	4,683,676	778
Hispanic or Latino	208	733	1,594	741	2,406,749	729
White	55	1,000	949	937	1,258,831	845
Two or More Races	17	950	185	924	76,766	836
Socioeconomically Disadvantaged	184	712	1,619	735	2,731,843	726
English Learners	194	728	1,639	754	1,521,844	707
Students with Disabilities	35	548	491	595	521,815	595

Adequate Yearly Progress

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.
- API as an additional indicator.
- 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 and district performance are displayed in the table.

Met AYP Criteria	Adequate Yearly Progress (AYP)			
	School		District	
	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Made AYP Overall	No		No	
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	No	No	No	No
API School Results	Yes		Yes	
Graduation Rate	N/A		N/A	

Teacher Assignment

Mountain View Whisman School District recruits and employs the most qualified credentialed teachers. For the 2010-11 school year, Castro Elementary had 29 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

Teacher Credential Status				
	School			District
	08-09	09-10	10-11	10-11
Fully Credentialed	33	26	29	236
Without Full Credentials	1	0	0	1
Working Outside Subject	0	0	0	0

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential. 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 year.

Misassignments/Vacancies			
	09-10	10-11	11-12
	Misassignments of Teachers of English Learners	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	0	0
Vacant Teacher Positions	0	0	0

Highly Qualified Teachers

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" no later than the end of the 2006-07 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

NCLB Compliant Teachers		
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	100.0%	0.0%
District	97.0%	3.0%
High-Poverty Schools in District	N/A	N/A
Low-Poverty Schools in District	N/A	N/A

Staff Development

Six professional development days are planned annually to update and extend adult learning about academic content, instructional strategies, and new materials. Throughout the year, staff members participate in a variety of inservices and workshops designed to increase student performance.

The staff development plan is coordinated by the district Educational Services department in accordance with district and site priorities. Three staff development days were used at the beginning of the school year to inservice new and returning teachers on approved district curriculum. Three additional staff development days were conducted throughout the year. Teachers throughout the district are provided with opportunities to develop and expand their knowledge and skills. Through in-house training or state and county-wide conferences, teachers are encouraged to attend inservices that promote best practice strategies in both literacy and mathematics.

School Leadership

Leadership at Castro Elementary is a responsibility shared between district administration, the principal, instructional staff, students, and parents. The 2010-11 school year marks Principal Judy Crates' third year at Castro Elementary. Principal Crates is bilingual and possesses 40 years of experience in education with positions as a teacher (K-12), university professor, consultant, and a district office administrator.

Leadership opportunities at Castro Elementary include the Continuous Improvement Goal Teams (math, language arts and school climate), and the Leadership Team. Parent leadership opportunities are abundant at Castro. PTA, School Site Council (SSC), and English Language Advisory Council (ELAC) meet regularly and sponsor numerous student and family events.

Safe School Plan

The safety of students and staff is a primary concern of Castro Elementary. 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 was last reviewed and updated in the spring of 2011. 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. Lockdown drills are held annually. Students are supervised before school by yard duty personnel, the assistant principal, and the principal. Afterschool supervision is provided by yard duty personnel with noon supervisors covering during lunch, and teachers supervising during recess. 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.

School Facilities

Castro Elementary was originally built in 1948 and covers over nine acres. All permanent facilities at Castro Elementary were renovated in 1998. The campus is currently comprised of 23 permanent classrooms, nine portable classrooms, four pre-school classrooms, a preschool office, a library, a staff room, a multi-purpose room, a computer lab, a playground and field. The school is located on a park site, which draws community members during evenings and on weekends. We had a school beautification day in which all the gardens were updated and all the boxes were rebuilt.

The chart shows the results of the most recent school facilities inspection. 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: 09/12/2011				
Overall Summary of School Facility Conditions: Exemplary				
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			
External (Grounds, Windows, Doors, Gates, Fences)	X			Rooms 39-40 - Replace pole slide on center play structure.

Cleaning Process

The principal works daily with the custodial team to ensure classrooms, restrooms, and campus grounds are kept clean, safe, and well-maintained. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school and district offices.

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 2011-12 school year, the district allocated \$200,680 for the deferred maintenance program. This represents 0.50% of the district's general fund budget.

Average Teacher & Administrative Salaries

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 districts 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 2009-10		
	District	State
Beginning Teachers	\$44,609	\$41,183
Mid-Range Teachers	\$64,599	\$63,647
Highest Teachers	\$82,315	\$80,955
Elementary School Principals	\$110,468	\$102,400
Middle School Principals	\$120,406	\$106,158
High School Principals	-	\$124,133
Superintendent	\$196,531	\$151,742
Salaries as a Percentage of Total Budget		
Teacher Salaries	39.0%	41.5%
Administrative Salaries	6.3%	6.2%

Data Sources

Data within the SARC was provided by the school district, retrieved from the 2010-11 SARC template, located on Dataquest (<http://data1.cde.ca.gov/dataquest>), and/or Ed-Data website.

Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention. Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

School Site Teacher Salaries

State law requires comparative salary and budget information to be reported to the general public. At the time this report was published, the most recent salary comparison data from the State of California was for the 2009-10 school year. For comparison purposes, the California Department of Education has provided average salary data from unified school districts having from 1,500 to 4,999 average daily attendance throughout the state. 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	\$58,176
District	\$61,835
Percentage of Variation	5.92%
School & State	
All Elementary School Districts	\$65,524
Percentage of Variation	11.22%

Expenditures & Services Funded

Mountain View Whisman School District spent an average of \$8,818 to educate each student (based on 2009-10 audited financial statements). 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	\$251
From Restricted Sources	\$52
From Unrestricted Sources	\$198
District	
From Unrestricted Sources	\$176
Percentage of Variation between School & District	12.56%
State	
From Unrestricted Sources	\$5,455
Percentage of Variation between School & State	2653.52%

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, Part A (Basic Grant)
- Title II, Part A (Teacher Quality)
- Title III, Part A (LEP Students)
- Title IV, Part A (SDFSC)
- Title V, Part A (Innovative)
- School Safety & Violence Prevention
- Economic Impact Aid
- Peer Assistance & Review
- TUPE