Stevenson Elementary School

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

Mountain View Whisman School District

Tyler Graff, Principal
http://stevenson.mvwsd.org/

2011-2012 School Accountability Report Card

Serving Grades Kindergarten through Five

District Administration

Craig Goldman
Superintendent

Cathy Baur
Curriculum, Instruction
Assessment Director

Karen Robinson
Assistant Superintendent,
Administrative Services

Terese McNamee
Chief Business Officer

Board of Education

Chris Chiang
Ellen Wheeler
William Lambert
Philip D. Palmer
Steve Nelson

Principal's Message

Welcome to Stevenson Elementary, home of the PACT program. PACT is an acronym for Parents, Children, and Teachers and our mission is to collaborate, inspire, and engage. We are an alternate-status, full parent participation school that engages parents as partners in the education of students. Parents volunteer on a regular basis both in the classroom and through committee work, supporting teachers to differentiate and enrich instruction in a way that is comprehensive, diverse, and challenging.

Stevenson Elementary Staff has been trained in the Responsive Classroom Approach. According to the Northeast Foundation for Children, "The Responsive Classroom is an approach to elementary teaching that emphasizes social, emotional, and academic growth in a strong and safe school community. The approach consists of classroom and school-wide practices for deliberately helping children build academic and social-emotional competencies." Classroom and school-wide practices include:

• Morning meeting
• Rule creation
• Interactive modeling
• Positive teacher language
• Logical consequences
• Guided discovery
• Academic choice
• Classroom organization
• Working with families

The Responsive Classroom approach is in alignment with the core philosophy of Stevenson Elementary. Teachers model, support, and encourage students to take ownership of their academic and social choices. They collaborate with students, parents, and site administration to create a school climate that is safe, friendly, and consistent. All members of the PACT community believe in the power of parent-school partnerships and their rich, rewarding outcomes. We invite you to become a member of this communal learning environment!

School Profile

Stevenson 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 4,969 students in seven elementary schools and two middle schools during the 2011-12 school year.

Stevenson Elementary operates on a traditional school calendar and had 310 students enrolled in Kindergarten through fifth grade at the beginning of the 2011-12 school year.

Student Enrollment by Ethnic Group	
2011-12	
	Percentage
African American	1.3%
American Indian	0.3%
Asian	10.6%
Filipino	0.3%
Hispanic or Latino	14.5%
Pacific Islander	1.0%
White	61.0%
Two or More	9.0%
None Reported	1.9%

Discipline & Climate for Learning

Students at Stevenson are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. Stevenson concentrates on a responsive classroom discipline model, relying heavily on community building. Teachers and students collaborate to create a list of classroom and school site rules. Teachers then model the rules to further guide student behavior.

Parents and students are informed of school rules and discipline policies through e-mail, parent trainings, parent orientation, weekly newsletters, in-class postings, and monthly class/parent meetings.

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		
	09-10	10-11	11-12	09-10	10-11	11-12
Suspensions	3	1	7	231	224	255
Suspension Rate	1.3%	0.4%	2.3%	4.9%	4.6%	5.1%
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 Stevenson's goal to recognize students for their good work and to reinforce behaviors which contribute to a positive learning community. Stevenson emphasizes verbal recognition instead of focusing on external rewards. The school inspires students to have self motivation and focuses on community building. Class and community celebrations, class meetings, and the 100 book challenge provide students with opportunities to receive recognition for their positive behaviors.

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. Parent participation provides students with vast enrichment opportunities including PACT PALS. After-school PACT PALS have provided lessons in the following:

• Karate
• Yoga
• Dance
• Basketball
• Soccer
• Chess
• Mandarin
• Tennis
• BAWSI
• Playschool (before school)

Other enrichment programs include:

• Gardening
• Band
• Strings
• Chorus
• YMCA PE
• Rythme and Moves (4th-5th)

School Attendance & Enrollment

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

Enrollment Trend by Grade Level			
	2009-10	2010-11	2011-12
K	56	63	60
1st	44	63	63
2nd	23	49	64
3rd	46	22	52
4th	35	49	23
5th	21	32	48

Parent Involvement

Stevenson greatly benefits from its supportive parents. As a parent participation school, Stevenson requires all parents to volunteer a minimum of 2 hours a week and join one of the school's committees. Parents are encouraged to share their talents and expertise with students through classroom presentations or small groups sessions. For more information on getting involved at Stevenson, please contact Kammy Lo at (650) 903-6950.

Class Size

The table indicates the average class size, as well as the number of classes offered in reference to their enrollments.

Class Size Distribution												
				Classrooms Containing:								
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	10	11	12	10	11	12	10	11	12	10	11	12
By Grade Level												
K	19	26	24	3	-	-	-	2	3	-	-	-
1	22	25	26	-	-	-	2	3	2	-	-	-
2	23	25	25	-	-	-	1	2	3	-	-	-
3	23	-	25	-	-	-	2	-	2	-	-	-
4	32	23	-	-	-	-	1	1	-	-	-	-
5	21	28	28	-	-	-	1	2	2	-	-	-

Curriculum Development

All curriculum development at Stevenson revolves around 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 the curriculum continuously using testing data, district benchmarks, maps, and assessments. All students have access to the core curriculum. Stevenson provides everything from interventions to enrichment opportunities. Student progress is monitored through ongoing assessment and is conveyed to parents on report cards.

Stevenson continued the 100 Book Challenge and Kid Writing for all K-1st grade students. The school also implemented Handwriting Without Tears and after-school intervention programs including Making Math Real and Read Naturally.

Counseling & Support Staff (School Year 2011-12)

It is the goal of Stevenson to assist students in their social and personal development as well as academics.

The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. The table lists the support service personnel available at Stevenson.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Counselor	1	As Needed
English Language Development (ELD) Aide	1	0.2
Library Technician	1	0.85
Nurse	1	As Needed
Occupational Therapist	1	As Needed
Psychologist	1	0.2
Resource Aide	4	3.0
Resource Teacher	1	0.5
Speech/Language Specialist	1	0.5
Technology Aide	1	As Needed

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). Teachers and assistants work with the special education students on a pull-out basis as well as within their classrooms. Students are mainstreamed whenever possible.

GATE

Stevenson offers a Gifted and Talented Education (GATE) program to those who qualify. The school incorporates GATE programs and instruction into the regular teaching schedule. Students are also offered after school enrichment activities including Destination Imagination.

Data Sources

Data within the SARC was provided by the school district, retrieved from the 2011-12 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.

Contact Information

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

Instructional Materials (School Year 2012-13)

The school district held a public hearing on September 6, 2012 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 2012 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	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	2002	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

The school's library, staffed by a part-time Library Technician, provides an extensive variety of reference and special interest materials, in addition to countless educational and recreational books. Students visit the library on a weekly basis for 40-45 minutes and are encouraged to visit before school and during lunch hours.

A tutoring program meets in the library after school. Two computer workstations within the library are connected to the Internet allowing students to access resources and information online. The library also contains a working Listening Center along with board games and puzzles for student enjoyment.

Computer Resources

All classrooms have computers connected to the campus's wireless Internet. Stevenson also has mini computer lab with four new iMAC computers in the library. The computer lab is staffed by teachers. Computer skills and concepts are integrated throughout standard curriculum which helps to prepare students for technological growth and other opportunities. Students have been trained in the following programs: Rosetta Stone, Read Naturally and Starfall.com.

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.

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.

Physical Fitness (School Year 2011-12)

In the spring of each year, the school is required by the state to administer a physical fitness test to students. 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			
2011-12			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	12.8%	25.5%	51.1%

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		
	2010	2011	2012	2010	2011	2012	2010	2011	2012
English/Language Arts	78	72	78	62	64	68	52	54	56
Mathematics	83	73	83	65	65	68	48	50	51
Science	76	87	82	62	69	69	54	57	60
History/Social Science	*	*	*	50	57	56	44	48	49

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	68	68	69	56
School	78	83	82	*
African American/ Black	*	*	*	*
American Indian	*	*	*	*
Asian	81	86	*	*
Filipino	*	*	*	*
Hispanic or Latino	52	78	*	*
Pacific Islander	*	*	*	*
White	82	84	96	*
Males	71	82	74	*
Females	85	83	91	*
Socioeconomically Disadvantaged	39	61	*	*
English Learners	49	71	*	*
Students with Disabilities	65	60	*	*
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 (School Year 2012-13)

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. 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 (2012-13)	-	-
# of Schools Currently in PI	-	0
% of Schools Identified for PI	-	0.00%

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			
	2009	2010	2011
Statewide	-	9	8
Similar Schools	-	2	1
Group	**09-10**	**10-11**	**11-12**
All Students at the School			
Actual API Change	B	-25	41
White			
Actual API Change	-	-32	7

B- The school did not have a valid Base API and will not have any growth or target information.

2012 Growth API Comparison						
	School		District		State	
	Number of Students	Growth Score	Number of Students	Growth Score	Number of Students	Growth Score
All Students at the School	176	915	3,518	855	4,664,264	788
Asian	21	945	371	944	404,670	905
Hispanic or Latino	27	823	1,671	769	2,425,230	740
White	101	924	965	946	1,221,860	853
Two or More Races	15	980	217	947	88,428	849
Socioeconomically Disadvantaged	31	779	1,702	765	2,779,680	737
English Learners	54	870	1,748	782	1,530,297	716
Students with Disabilities	21	800	513	668	530,935	607

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.

Adequate Yearly Progress (AYP)				
	School		District	
Made AYP Overall	Yes		No	
Met AYP Criteria	**English - Language Arts**	**Mathematics**	**English - Language Arts**	**Mathematics**
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	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.

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.

Note: "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 year.

Teacher Credential Status				
	School			District
	09-10	10-11	11-12	11-12
Fully Credentialed	10	18	13	215
Without Full Credentials	0	0	0	4
Working Outside Subject	0	0	0	3

Misassignments/Vacancies			
	10-11	11-12	12-13
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

Highly Qualified Teachers (School Year 2011-12)

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. For more information, see the CDE Improving Teacher and Principal Quality Web page at: http://www.cde.ca.gov/nclb/sr/tq/.

Note: High-poverty schools have student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools have student eligibility of approximately 25 percent or less.

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	99.1%	0.9%
High-Poverty Schools in District	100.0%	0.0%
Low-Poverty Schools in District	90.5%	9.5%

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 Stevenson Elementary is a responsibility shared between district administration, the principal, instructional staff, students, and parents. The 2012-13 school year marks Principal Graff's first year at the school.

Staff members and parents participate on various committees that make decisions regarding the priorities and direction of the educational plan to ensure instructional programs are consistent with students' needs and comply with district goals.

Leadership opportunities at Stevenson include:

• Goal Teams (Climate, ELA/ELD, and Math)
• Science Committee
• Parent Education
• Arts FOCUS
• School Site Council
• Class Coordinators
• Translation Assemblies
• English Language Advisory Committee (ELAC)
• Advisory
• Foundation

Safe School Plan

The safety of students and staff is a primary concern of Stevenson. 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 annually in the fall by the School Site Council, parents, and faculty. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster.

Fire and disaster drills are conducted on a regular basis throughout the school year. Lockdown drills are held at least annually. Students are supervised before school by staff and after-school by the principal, staff, and parent volunteers. Noonduty supervisors and parent volunteers provide supervision during lunch. Students may be dropped off and picked up from the front of the school. Visitors must sign in at the office, wear a visitor's badge at all times while on campus, and sign out upon leaving the school.

School Facilities

Stevenson opened its doors for the 2009-10 school year. The campus is located on an old school site in the process of a five year long range renovation plan. Stevenson is located next door to the district office. The campus is currently comprised of 5 permanent classrooms, 8 new portable classrooms, a library, staff room, computer lab, nurse's station, main office and two playgrounds including a newly added play structure.

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: 09/12/2012				
Overall Summary of School Facility Conditions: Good				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			
Interior	X			
Cleanliness (Overall Cleanliness, Pest/ Vermin Infestation)	X			
Electrical	X			
Restrooms/Fountains	X			
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			

Cleaning Process

The principal works with the full-time custodian 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.

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 2012-13 school year, the district allocated $100,000 for the deferred maintenance program. This represents 0.23% of the district's general fund budget.

Average Teacher & Administrative Salaries (Fiscal Year 2010-11)

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.

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 2010-11 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 Salary Information Teachers - Principal - Superintendent 2010-11		
	District	State
Beginning Teachers	$45,948	$40,962
Mid-Range Teachers	$66,537	$63,212
Highest Teachers	$84,784	$80,545
Elementary School Principals	$109,071	$102,057
Middle School Principals	$110,941	$106,108
High School Principals	-	$110,838
Superintendent	$196,000	$152,557
Salaries as a Percentage of Total Budget		
Teacher Salaries	37.5%	40.7%
Administrative Salaries	6.4%	6.1%

Average Teacher Salaries	
School & District	
School	$59,323
District	$65,078
Percentage of Variation	-8.85%
School & State	
All Elementary School Districts	$65,598
Percentage of Variation	-9.57%

Expenditures & Services Funded (Fiscal Year 2010-11)

Mountain View Whisman School District spent an average of $8,606 to educate each student (based on 2010-11 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.

Supplemental/Restricted expenditures come from money whose use is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures, except for general guidelines, is not controlled by law or donor.

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

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	$4,039
From Supplemental/Restricted Sources	$68
From Basic/Unrestricted Sources	$3,971
District	
From Basic/Unrestricted Sources	$4,179
Percentage of Variation between School & District	-4.98%
State	
From Basic/Unrestricted Sources	$5,455
Percentage of Variation between School & State	-27.20%

District Revenue Sources (Fiscal Year 2011-12)

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