



Stevenson Elementary School

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

M

Mountain View Whisman School District

Rebecca Westover, Principal

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Serving Grades
Kindergarten through Five

CDS: 43-69591-6049464

2015-16 School Accountability Report Card

Published in 2016-17 School Year

District Address

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www.mvwsd.org

SARC Information

Every school in California is required by state law to publish a School Accountability Report Card (SARC) by February 1st of each year. The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all Local Educational Agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in a LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA websites.
- For more information about the LCFF or LCAP, see the CDE LCFF Webpage at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

Principal's Message

Stevenson PACT Elementary School, Mountain View's alternative progressive school, is committed to educating the whole child in a collaborative community. Stevenson has been leading the region as a model for progressive education since 1996 and was founded on the fundamental belief in the importance of teachers, children, and parents working together to create a vibrant learning environment. Stevenson is committed to providing a balanced education that teaches to the whole child, incorporating the intellectual, creative, social, physical, and emotional growth of our students.

At Stevenson PACT, we believe that by utilizing a developmental approach grounded in hands-on education, students will realize their full potential as independent thinkers, life-long learners, and responsible citizens.

In order to prepare our students for the 21st century, we use Project Based Learning (PBL) that spans multiple disciplines. In these projects, students investigate answers to questions such as, "how did social status determine an individual's quality of life in colonial America?" or "how do resources impact people's decisions to produce and consume?" One unique aspect of PBL is that students are faced with the challenge of answering these questions on their own or via collaboration with their peers. If the students reach a dead end, they are guided to look at the question in a different way, as opposed to giving up or asking the teacher for the correct answer. The ability to examine problems differently, with the understanding that there is more than one way to find an answer, has been shown by research to be a predictor of academic success later in life. Once the students answer their question, they revise their work and present their learning to an authentic audience.

Along with PBL, we offer a variety of educational programs including gardening, music, cooking and Arts Focus. Arts Focus is a multi-grade level program that gives students the opportunity to explore different forms of art. Arts Focus runs for twelve Thursdays during the year and exposes students to stop-motion animation, painting, photography and other art forms.

Much of what we do at our school is achievable thanks to the collaborative community of Stevenson PACT families, faculty and staff. Parents and guardians help the teachers in the classroom, on average, two hours a week and volunteer four hours a month to help run various committees and projects. With adult volunteers in the classroom we are able to have small group rotations that provide our teachers with the flexibility to differentiate instruction for individual student needs. At Stevenson PACT, we value parent/guardian involvement and work with all families to provide a variety of ways to be involved with the school if volunteering in the classrooms is not possible.

Community & School Profile (School Year 2016-17)

Stevenson Elementary School is located in Mountain View, a suburban community of 74,000 approximately 35 miles south of San Francisco. It is part of the Mountain View Whisman School District, which served more than 5,000 students in eight elementary schools and two middle schools.

School Attendance & Enrollment (School Year 2015-16)

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			
	2013-14	2014-15	2015-16
K	74	56	75
1st	62	70	54
2nd	61	62	72
3rd	52	62	69
4th	58	58	60
5th	50	60	58

Enrollment by Student Group	
2015-16	
	Percentage
Black or African American	2.1%
Asian	19.1%
Filipino	1.3%
Hispanic or Latino	12.1%
White	48.2%
Two or More Races	16.8%
EL Students	14.2%
Socioeconomically Disadvantaged	9.3%
Students with Disabilities	3.6%

A. Conditions of Learning

State Priority: Basic

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

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

Highly Qualified Teachers (School Year 2015-16)

Federal law requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified." Minimum qualifications include:

- Possession of a Bachelor's Degree;
- Possession of an appropriate California teaching credential; and
- Demonstrated competence in core academic subjects.

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

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

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

Teacher Assignment

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

	Teacher Credential Status			
	School			District
	14-15	15-16	16-17	16-17
Fully Credentialed	15	17	17	266
Without Full Credentials	0	0	0	2
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Misassignments refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire semester or year.

	Misassignments/Vacancies		
	14-15	15-16	16-17
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	0	0
Vacant Teacher Positions	0	0	0

Instructional Materials (School Year 2016-17)

The school district held a public hearing on September 15, 2016, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of *Williams vs. the State of California*. All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home.

Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption.

The table displays information collected in October 2016 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
TK-5	English/Language Arts	Benchmark Education Company	2016	Yes	0.0%
TK-5	History/Social Studies	Scott Foresman	2006	Yes	0.0%
TK-5	Mathematics	Eureka Math	2015	Yes	0.0%
TK-5	Science	FOSS	2007	Yes	0.0%

School Facilities (School Year 2016-17)

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

Cleaning Process

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

Maintenance & Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service with emergency repairs given the highest priority.

The chart shows the results of the most recent school facilities inspection (as of October 2016). While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

School Facility Conditions				
Date of Last Inspection: 07/29/2016				
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		Admin Areas: Missing ceiling tile in server room. CR #4: Counter top trim is peeling off. CR #9: Stained ceiling tiles by breaker panel at back of room; Mount fire extinguisher to wall. CR #10: Mount fire extinguisher to wall.
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical		X		CR #2: Light fixtures have bulbs that are not working (6 fixtures). CR #3: Light fixtures have bulbs that are not working (4 fixtures). CR #4: Light fixtures have bulbs that are not working (6 fixtures). CR #5: Light fixtures have bulbs that are not working (11 lights out). Kitchen (MUR): Lights not working; 2 light bulbs are out. CR #15: Lights not working; 2 light bulbs are out and 1 light diffuser is missing.
Restrooms/Fountains	X			Admin Areas: Men's restroom 1 light is out; Women's restroom 1 light is out. Outside RR by Rm 6 Boys and Girls: ADA signage needs to be replaced; signs are faded. CR #10: Fan in restroom makes noise; Replace soap dispenser in restroom. CR #15: Water faucet by sink is missing push button cap.
Safety (Fire Safety, Hazardous Materials)	X			CR #1: Extension cord under white board needs a surge protector. CR #7: Extension cord for refrigerator needs a surge protector installed. CR #15: Extension cord is daisy-chained on counter (need surge protector installed). CR #15: Extension cord by sink for computer cart needs a surge protector installed.
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			CR #17: Door stop need replacement.

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities)

California Assessment of Student Performance and Progress

The California Assessment of Student Performance and Progress (CAASPP) includes 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. The paper-pencil assessments include the Science assessments for grades five, eight, and ten: the California Standards Tests (CSTs) for Science, the California Modified Assessment (CMA) for Science, and California Alternate Performance Assessment (CAPA) for Science. There is also the optional Standards-based Tests in Spanish (STS) for Reading/Language Arts (RLA).

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, and Science (grades 5, 8, and 10) for the past three school years.

California Assessment of Student Performance and Progress									
Subject	Percent of Students Meeting or Exceeding the State Standards								
	School			District			State		
	2014	2015	2016	2014	2015	2016	2014	2015	2016
English Language Arts/Literacy (Grades 3-8 and 11)	--	83	84	--	60	66	--	44	48
Mathematics (Grades 3-8 and 11)	--	85	82	--	54	60	--	34	36
Science (Grades 5, 8, and 10)	84	87	91	79	73	73	60	56	54

The following tables display information on student achievement by student groups for the school in ELA and Mathematics for grades three through eight and eleven.

California Assessment of Student Performance and Progress - Grade 3							
Student Groups	Total Enrollment	Number Tested	English-Language Arts		Mathematics		
			Percent Tested	% Met or Exceeded CA Standard	Number Tested	Percent Tested	% Met or Exceeded CA Standard
All Students	70	69	98.57	81.16	70	100	81.43
Male	41	41	100	80.49	41	100	85.37
Female	29	28	96.55	82.14	29	100	75.86
Asian	12	12	100	83.33	12	100	91.67
White	30	30	100	80	30	100	80
Tow or More Races	16	16	100	87.5	16	100	81.25

California Assessment of Student Performance and Progress - Grade 4

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	60	57	95	80.7	57	95	82.46
Male	34	32	94.12	75	32	94.12	78.13
Female	26	25	96.15	88	25	96.15	88
White	36	34	94.44	85.29	34	94.44	79.41

California Assessment of Student Performance and Progress - Grade 5

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	60	58	96.67	91.38	57	95	80.7
Male	36	34	94.44	88.24	34	94.44	85.29
Female	24	24	100	95.83	23	95.83	73.91
White	32	30	93.75	93.33	30	93.75	86.67

The following table displays schoolwide data for all students who took the Science assessment in grades five, eight, and/or ten, broken down by student group.

California Assessment of Student Performance and Progress - Science

Student Groups	Science			
	Total Enrollment	Number Tested	Percent Tested	% Met or Exceeded CA Standard
All Students	60	58	96.67	91.38
Male	36	34	94.44	94.12
Female	24	24	100	87.5
White	32	30	93.75	96.67

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

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

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

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

Physical Fitness (School Year 2015-16)

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			
2015-16			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	20.3%	32.2%	33.9%

C. Engagement

State Priority: Parental Involvement

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

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

Parent Involvement (School Year 2016-17)

Stevenson Elementary School greatly benefits from its supportive parents. As a parent participation school, Stevenson Elementary School requests all parents to volunteer two hours a week in the classroom and join one of the school's committees. Parents are encouraged to connect with teachers and classroom coordinators to ensure that the needs of the classroom are well aligned with each parents' strength.

Contact Information

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

State Priority: School Climate

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

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

Discipline & Climate for Learning

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

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

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

	Suspensions & Expulsions					
	Suspensions			Expulsions		
	13-14	14-15	15-16	13-14	14-15	15-16
School	0.28	0.54	0.25	0.00	0.00	0.00
District	2.34	2.01	2.63	0.00	0.00	0.00
State	4.36	3.80	3.65	0.10	0.09	0.09

Safe School Plan (School Year 2016-17)

The safety of students and staff is a primary concern of Stevenson Elementary School. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan is reviewed and updated annually in the fall by the School Site Council, parents, and faculty. The plan was most recently updated and reviewed with school staff in December 2015.

The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year. Students are supervised before school by staff and after school by the principal, staff, and parent volunteers.

Noon duty supervisors and parent volunteers provide supervision during lunch. Students may be dropped off and picked up from the front of the school. Visitors must sign in at the office, wear a visitor's badge at all times while on campus, and sign out upon leaving the school.

D. Other SARC Information

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

Federal Intervention Program (School Year 2016-17)

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

For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

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

School Leadership

Leadership at Stevenson Elementary is a responsibility shared among district administration, the principal, instructional staff, students, and parents. The 2016-17 school year marks Principal Rebecca Westover's second year as the school's principal. There are many opportunities for teachers and parents to assume formal leadership opportunities in partnership with the Mountain View Whisman School District and/or the Principal. By becoming a member of the School Site Council, English Learner Advisory Committee, or the Foundation (PTO), parents can provide input and take action on important school initiatives.

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		
	14	15	16	14	15	16	14	15	16	14	15	16
By Grade Level												
K	25	28	25	-	-	-	3	2	3	-	-	-
1	25	23	27	-	-	-	2	3	2	-	-	-
2	25	25	24	-	-	-	3	2	3	-	-	-
3	26	25	23	-	-	-	2	3	3	-	-	-
4	29	29	30	-	-	-	2	2	2	-	-	-
5	25	30	29	-	-	-	2	2	2	-	-	-

Counseling & Support Staff (School Year 2015-16)

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

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

Note: One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Community Engagement Facilitator	1	0.2
Counselor Intern	1	As Needed
Instructional Coach – CERT	1	1.0
Library Technician	1	0.625
Nurse	1	As Needed
Occupational Therapist	1	As Needed
Psychologist	1	As Needed
Resource Aide	1	1.0
Resource Teacher	1	0.5
Speech/Language Specialist	1	As Needed
Student Aide	1	1.0
Technology Aide	1	As Needed

GATE

With the implementation of the Local Control Funding Formula, the state of California no longer provides specific funding for Gifted and Talented Education (GATE). Consequently, the District no longer formally assesses its students for GATE qualification. Nevertheless, MVWSD is committed to providing challenging and inspiring opportunities for gifted and talented students. Each school site receives District parcel tax funding to support enrichment and extra-curricular activities designed to challenge any student who is motivated to participate.

Stevenson Elementary School incorporates enrichment programming and instruction in the regular teaching schedule. Students are also offered after school enrichment activities.

Individualized Instruction

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

Staff Development

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

Curriculum Development

All curriculum development at Stevenson Elementary School revolves around the California Common Core Standards. Teachers align classroom curriculum to ensure that all students either meet or exceed state proficiency levels. Faculty, subcommittees, the School Site Council, Parent Focus Groups, ELAC, and the principal evaluate the curriculum continuously using assessment data, district benchmarks, and maps. All students have access to the core curriculum.

Stevenson provides everything from interventions to enrichment opportunities. Student progress is monitored through ongoing assessment and is conveyed to parents on report cards.

Extracurricular & Enrichment Activities

At Stevenson Elementary School, we weave enrichment activities into the curriculum on a regular basis. With off-site learning experiences, music, gardening, cooking, Arts Focus, and Project-Based Learning, we strive to give all students access to a vibrant and enriching learning experience.

Additionally, we have after-school classes that parents can opt into for a fee. Programs includes karate, basketball, chess, Mandarin, and many other fun after school classes. For more information, please ask about PACT PALS.

Recognition Programs

It is Stevenson Elementary School's goal to recognize students for their good work and to reinforce behaviors which contribute to a positive learning community. Stevenson emphasizes verbal recognition instead of focusing on external rewards. The school inspires students to have self motivation and focuses on community building. Class and community celebrations, class meetings, and the 100 book challenge provide students with opportunities to receive recognition for their positive behaviors.

Computer Resources

Computer skills and concepts are integrated throughout standard curriculum which helps to prepare students for technological growth and other opportunities. All classrooms have computers connected to the campus's wireless Internet. Grades three through five have Chromebooks at a ratio of 1-to1. Kindergarten through second grade classrooms share two Chromebook carts. Kindergarten and first grade also have 60 iPads to share.

Library Information

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

Two computer workstations within the library are connected to the Internet allowing students to access resources and information online. The library also contains audio books along with board games and puzzles for student enjoyment.

Additional Internet Access/Public Libraries

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

Expenditures & Services Funded (Fiscal Year 2014-15)

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	\$4,241
From Supplemental/Restricted Sources	\$44
From Basic/Unrestricted Sources	\$4,197
District	
From Basic/Unrestricted Sources	\$4,524
Percentage of Variation between School & District	-7.2%
State	
From Basic/Unrestricted Sources	\$5,677
Percentage of Variation between School & State	-26.1%

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

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

District Revenue Sources (Fiscal Year 2015-16)

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 2014-15)

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 2014-15		
	District	State
Beginning Teachers	\$50,199	\$44,507
Mid-Range Teachers	\$74,067	\$68,910
Highest Teachers	\$92,629	\$88,330
Elementary School Principals	\$124,641	\$111,481
Middle School Principals	\$132,102	\$115,435
Superintendent	\$227,027	\$169,821
Salaries as a Percentage of Total Budget		
Teacher Salaries	37.0%	39.0%
Administrative Salaries	7.0%	6.0%

School Site Teacher Salaries (Fiscal Year 2014-15)

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	\$67,458
District	\$71,105
Percentage of Variation	-5.1%
School & State	
All Elementary School Districts	\$71,610
Percentage of Variation	-5.8%

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).