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ountain View Whisman School District

Serving Grades
Kindergarten through Five

CDS: 43-69591-6047963

District Address

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Edith Landels Elementary School

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Carmen Mizell, Principal

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2013-14 School Accountability Report Card

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

An honored 2006 California Distinguished School, Edith Landels Elementary is located in the heart of Mountain View, California. Landels has been honored for a second time in 2010 as a California Distinguished School and a Title I Academic Achievement School. Landels is the home of 535 kindergarten through fifth grade students that come from diverse socioeconomic and ethnic backgrounds. Landels exemplifies a professional educational community that provides an optimal learning environment to address the plethora of needs of our student population. The staff, students, parents, and community partners are committed and share a strong, common mission. Landels Learning Community's mission is to achieve academic and social excellence for every child by creating a culture of respect, and collaboration. At Landels we all truly believe that we can accomplish great things together and share a determination to see every child succeed.

School Profile (School Year 2014-15)

Landels 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 serves about 5,000 students in seven elementary schools and two middle schools during the 2014-15 school year. Landels Elementary serves a diverse population of students from the local Old Mountain View Neighborhood, Moffett military base, and the greater Mountain View community. More than 20 languages are represented at Landels Elementary with a substantial number of international students whose families have moved to the Silicon Valley for employment or academic pursuits.

School Attendance & Enrollment (School Year 2013-14)

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

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).

Enrollment Trend by Grade Level

	2011-12	2012-13	2013-14
K	100	98	77
1st	91	95	89
2nd	100	81	97
3rd	97	101	77
4th	95	95	98
5th	66	92	89
6th	3		

Enrollment By Ethnicity Or Student Group (School Year 2013-14)

This chart illustrates the enrollment trend by ethnicity or student group.

Enrollment by Student Group	
2013-14	
	Percentage
African American	1.9%
American Indian	-
Asian	11.2%
Filipino	2.7%
Hispanic or Latino	48.4%
Pacific Islander	0.2%
White	26.4%
Two or More	8.9%
None Reported	0.4%
English Learners	45.5%
Socioeconomically Disadvantaged	41.2%
Students with Disabilities	12.1%

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 2013-14)

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." 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.

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	98.3%	1.7%
High-Poverty Schools in District	99.6%	0.4%
Low-Poverty Schools in District	97.0%	3.0%

Teacher Assignment

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

	Teacher Credential Status			District 14-15
	School 12-13	School 13-14	School 14-15	
Fully Credentialed	27	25	25	244
Without Full Credentials	0	0	0	0
Working Outside Subject	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		
	12-13	13-14	14-15
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 2014-15)

The school district held a public hearing on September 18, 2014 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 November 2014 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	2013	Yes	0.0%
K-5	Reading/ Language Arts	Houghton Mifflin	2010	Yes	0.0%
K-5	Science	FOSS	2007	Yes	0.0%

School Facilities (School Year 2014-15)

Landels Elementary was originally constructed in 1960 and occupies approximately 9.5 acres. The school is located on a park site which draws community members during the evening and on weekends. All permanent facilities at Landels Elementary were completely renovated in 1998. The campus is currently comprised of 18 permanent classrooms, 10 portable classrooms, one library, one staff room, one multi-purpose room, one computer lab, and one playground.

Cleaning Process

The principal works daily with the custodial team to ensure classrooms, restrooms, and campus grounds are kept clean, safe, and well-maintained.

Maintenance & Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service with emergency repairs given the highest priority. At the time of publication, 100% of the school's restrooms were fully functioning.

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 2014-15 school year, the district allocated \$15,000 for the deferred maintenance program. This represents 0.03% of the district's general fund budget.

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: 07/23/2014				
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			Small roof leak at the backside of portable.
External (Grounds, Windows, Doors, Gates, Fences)	X			Playground: Small car needs repair by Y.M.C.A.

Pupil Outcomes State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its predecessor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

California Standards Test (School Year 2013-14)

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 table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in English/language arts, mathematics, and social science, for the most recent three-year period. NOTE: CST was last administered in 2012-13. For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

Subject	California Standards Test (CST)								
	School			District			State		
	2011	2012	2013	2011	2012	2013	2011	2012	2013
English/Language Arts	62	65	61	64	68	67	54	56	55
Mathematics	66	71	74	65	68	71	49	50	50
Science	52	41	63	69	69	71	57	60	59
History/Social Science	*	*	*	57	56	58	48	49	49

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

California Assessment of Student Performance and Progress/Standardized Testing and Reporting Results

California Education Code Section 60640 authorized the replacement of the Standardized Testing and Reporting (STAR) Program with a new assessment program, referred to as the CAASPP. On March 7, 2014, the U.S Department of Education (ED) approved California's waiver request for flexibility in assessment and accountability provisions of Title I of the Elementary and Secondary Education Act (ESEA). Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

The first table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in science (for grades 5, 8, and 10), for the most recent three-year period.

California Assessment of Student Performance and Progress									
Subject	School			District			State		
	2012	2013	2014	2012	2013	2014	2012	2013	2014
Science	41	63	74	69	72	79	60	59	60

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.

California Assessment of Student Performance and Progress	
Subgroups	
Subject	Science
District	79
School	74
American Indian	*
Asian	*
Black/African American	*
Filipino	*
Hispanic or Latino	63
Pacific Islander	*
White	94
Males	79
Females	68
Socioeconomically Disadvantaged	51
English Learners	30
Students with Disabilities	*
Migrant Education	*
Two or More Races	*

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

Academic Performance Index (School Year 2013-14)

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.

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

The table displays the school's API ranks and actual API point changes by student group for the past three years.

API School Results			
	2011	2012	2013
Statewide	7	7	7
Similar Schools	4	5	6
Group			
Group	10-11	11-12	12-13
All Students at the School			
Actual API Change	-2	14	9
Hispanic or Latino			
Actual API Change	4	9	15
White			
Actual API Change	30	17	7
Socioeconomically Disadvantaged			
Actual API Change	6	-1	2
English Learners			
Actual API Change	1	17	18

State Priority: Other Pupil Achievement

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

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

Physical Fitness (School Year 2013-14)

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			
2013-14			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	24.7	24.7	16.5

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

Engagement State Priority: Parental Involvement

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

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

Parent Involvement (School Year 2014-15)

Landels Elementary benefits greatly from the involvement of parents and local community partnerships. There are several avenues in which parents may become involved: Parent Teacher Association (PTA), English Language Advisory Council (ELAC), School Site Council, and volunteering in the classrooms, technology lab, and yard duty.

The school enjoys partnerships with community members and organizations. Avenidas senior citizens volunteer their time to read with second graders and the Community Health Awareness Council (CHAC) provides assistance to students with emotional needs.

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) 526-3520 or visit the school's website: <http://landels.mvwsd.org/> for more information.

State Priority: School Climate

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

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

Discipline & Climate for Learning

Students at Landels 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 through the parent-student handbook at the start of the school year. Throughout the year, behavior and discipline policies are reviewed in the weekly Wednesday newsletters, monthly Principal Chats, Parent Education Nights, School Site Council, and Wednesday morning assemblies.

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		
	11-12	12-13	13-14	11-12	12-13	13-14
Suspensions	9	5	1	255	214	120
Suspension Rate	1.6%	0.9%	0.2%	5.1%	4.3%	2.4%
Expulsions	0	0	0	0	0	0
Expulsion Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

School Safety Plan (School Year 2014-15)

The safety of students and staff is a primary concern of Landels 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 is reviewed and updated annually by the principal, parents, and classified personnel. 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 a teacher and a parent volunteer, after school and during recess by teachers, and by yard duty supervisors during lunch. Visitors must sign in at the office, wear a visitor's badge at all times while on campus, and sign out upon leaving the school.

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 2014-15)

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 (2014-15)	-	-
# of Schools Currently in PI	-	0
% of Schools Identified for PI	-	0.0%

Class Size

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

	Class Size Distribution											
	Average Class Size	Classrooms Containing:										
		1-20 Students			21-32 Students			33+ Students				
	12	13	14	12	13	14	12	13	14	12	13	14
By Grade Level												
K	25	20	19	-	1	1	4	4	3	-	-	-
1	22	19	18	4	1	1	1	4	4	-	-	-
2	25	20	19	-	1	1	5	3	4	-	-	-
3	24	17	15	-	2	2	4	4	3	-	-	-
4	25	32	20	1	-	2	3	3	3	-	-	-
5	31	23	22	-	1	1	2	3	3	-	-	-
6	6	-	-	1	-	-	-	-	-	-	-	-

School Leadership

Leadership at Landels Elementary is a responsibility shared between district administration, the principal, instructional staff, students, and parents. The 2013-14 school year marks Principal Carmen Mizell's seventh year at Landels Elementary. Staff leadership opportunities at Landels Elementary include the School Site Council and School Goal-team Leads. The School Site Council is made up of staff and parents that serve as the governing body.

Counseling & Support Staff (School Year 2013-14)

It is the goal of Landels 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 Community Health Awareness Council (CHAC) provides four counselors to assist students with their emotional needs. The counselor-to-pupil ratio is 1:138. The table lists the support service personnel available to students at Landels Elementary.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Counselor	4	1.6
Nurse	1	As Needed
Occupational Therapist	1	As Needed
Psychologist	1	0.2
Resource Specialist Aide	1	1.0
Resource Specialist Program (RSP) Teacher	1	1.0
SDC Aide	2	2.0
Special Day Class (SDC) Teacher	1	1.0
Speech/Language Specialist	1	0.5

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.

Library Information

Landels Elementary's library, staffed by full-time library clerk, is stocked with more than 25,000 books that are available for students to check out. Students visit the library once a week with their class and can access the library during recess and lunch. The school's library also contains four computer work stations for student use.

Computer Resources

Each classroom at Landels Elementary contains an average of two to five Internet-connected computers. The school also has a computer lab on campus with 32 computers; supervision is provided by teachers. Students are trained on the following software programs: Accelerated Reader, Rosetta Stone, Typing To Learn, EPGY, ST Math, Inspiration, and Microsoft Office Suite.

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.

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. The emphasis continues to be the implementation of the Common Core State Standards: knowledge of each grade level's CCSS, and instructional strategies that ensure building and applying knowledge in all content areas. To provide additional targeted support for the implementation of CCSS, the district has funded three release days per grade level which is facilitated by the site's full time Instructional Coach. The Coach provides support on a daily basis and professional development presentations to the entire staff. Each site also has two, half-day professional development days to work on their site's specific projects.

Curriculum Development

All curriculum development at Landels Elementary revolves around the California Common Core Standards and Frameworks. Teachers align classroom curriculum to ensure that all students either meet or exceed state proficiency levels. Faculty, subcommittees, the School Site Council, Parent Focus Groups, ELAC, and the principal evaluate Landels Elementary's curriculum continuously using testing data, district benchmarks, maps, and assessments. All students have access to the core curriculum. Landels 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 each trimester, during a process called "Kid Talk."

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. Landels Elementary offers the following activities for its students:

- Chess Club
- Math Olympiad
- Enrichment Program for Gifted Children (EPGY) - Acknowledged Monthly
- Multicultural dancing - Mexican folklorico
- Lunch activities
- Lego robotics (after-school)
- Art (after-school)
- Art class
- Classroom music (once a week)
- Soccer

Recognition Programs

It is Landels Elementary's goal to recognize students for their good work and to reinforce those behaviors which contribute to a positive learning community. Landels Elementary offers the following recognition programs for its students:

- ROAR Awards
- Birthday cards/pencils
- Citizenship
- Perfect Attendance
- Morning warm-up trophies

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. Additionally, the District continues to maintain a GATE Advisory Group made up of parents, teachers, and administrators that supports District and site enrichment activities.

Individualized Instruction

Special Education students receive support from a Resource Specialist Teacher and/or Aide, Visually & Physically Impaired 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.

English Language Learners

English Language Learners (EL) receive specialized services and instruction in an environment conducive to maximizing English learning. Students are provided 30 minutes of daily instruction in learning groups defined by their CELDT level.

Data Sources

Data within the SARC was provided by the school district, retrieved from the 2013-14 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.

Average Teacher & Administrative Salaries (Fiscal Year 2012-13)

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 2012-13		
	District	State
Beginning Teachers	\$46,871	\$41,535
Mid-Range Teachers	\$67,874	\$64,101
Highest Teachers	\$86,488	\$82,044
Elementary School Principals	\$112,943	\$104,336
Middle School Principals	\$116,451	\$107,911
High School Principals	-	\$102,488
Superintendent	\$196,000	\$155,309
Salaries as a Percentage of Total Budget		
Teacher Salaries	38.0%	41.0%
Administrative Salaries	6.0%	6.0%

School Site Teacher Salaries (Fiscal Year 2012-13)

State law requires comparative salary and budget information to be reported to the general public. 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	\$71,347
District	\$65,300
Percentage of Variation	9.3%
School & State	
All Elementary School Districts	\$67,289
Percentage of Variation	6.0%

Expenditures & Services Funded (Fiscal Year 2012-13)

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	\$3,814
From Supplemental/Restricted Sources	\$219
From Basic/Unrestricted Sources	\$3,596
District	
From Basic/Unrestricted Sources	\$1,752
Percentage of Variation between School & District	105.3%
State	
From Basic/Unrestricted Sources	\$4,690
Percentage of Variation between School & State	-2.3%

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>.

District Revenue Sources (Fiscal Year 2013-14)

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 II, Part A (Teacher & Principal Training & Recruiting)
- Title III, Part A (English Language Acquisition, Language Enhancement, and Academic Achievement Act)
- School Safety & Violence Prevention