



Gabriela Mistral Elementary School

505 Escuela Avenue • Mountain View, CA 94040 • (650) 526-3575

Mountain View Whisman School District

Marcela S. Simões de Carvalho, Ed.D., NBCT, Principal

mdecarva@mvwsd.org

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

Serving Grades
Kindergarten through Five

CDS: 43-69591-0132373

District Address

750-A San Pierre Way
Mountain View, CA 94043
(650) 526-3500

District Administration

Dr. Ayindé Rudolph
supt@mvwsd.org
Superintendent

Dr. Robert Clark
Associate Superintendent/
Chief Business Officer

Cathy Baur
Assistant Superintendent,
Educational Services

Carmen Ghysels
Chief Human Relations
Officer

Board of Trustees

Laura Blakely
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Mountain View
Whisman
School District

www.mvwsd.org

2016-17 School Accountability Report Card

Published in 2017-18 School Year

SARC Information

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- 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

Gabriela Mistral Elementary School is committed to equipping all of our students to the highest level possible in an effort to help them become world competitive as they pursue post-secondary education and career opportunities. We believe there should be equitable access to this education for all of our students. Mistral also believes that it is our responsibility to continue to engage all students in their education regardless of their individual or family circumstances. This is in line with our belief that all students should have access to rigorous academic programming and that no student is expendable.

We believe, and research validates, that two-way bilingual immersion programs are consistent with these beliefs and will help us achieve our goals for Gabriela Mistral Elementary School students. We believe that the Dual Immersion program at Mistral will:

- Promote high academic achievement of all students and close the achievement gap
- Achieve true bilingualism and bi-literacy for participating students
- Increase culturally responsive teaching throughout the school
- Foster and promote cultural diversity and respect among students and their families
- Promote a sense of unity throughout the neighborhood school

Community & School Profile (School Year 2017-18)

Gabriela Mistral Elementary School is located in Mountain View, a suburban community of over 77,000, approximately 35 miles south of San Francisco. It is part of the Mountain View Whisman School District, which served more than 5,000 students in eight elementary schools and two middle schools.

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

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

School Attendance & Enrollment (School Year 2016-17)

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			
	2014-15	2015-16	2016-17
K	-	75	77
1st	-	74	78
2nd	-	66	69
3rd	-	54	62
4th	-	60	53
5th	-	60	55

Enrollment by Student Group	
2016-17	
	Percentage
Black or African American	0.8%
Asian	4.1%
Hispanic or Latino	59.4%
White	26.6%
Two or More Races	9.1%
EL Students	32.7%
Socioeconomically Disadvantaged	40.6%
Students with Disabilities	4.3%
Foster Youth	0.3%

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.

Teacher Assignment

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

	Teacher Credential Status			District
	School	School	School	
	15-16	16-17	17-18	17-18
Fully Credentialed	18	18	19	268
Without Full Credentials	1	1	0	4
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		
	15-16	16-17	17-18
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	1
Total Misassignments of Teachers	0	0	1
Vacant Teacher Positions	0	0	0

School Facilities (School Year 2017-18)

Gabriela Mistral Elementary School was originally built in 1948 and covers over nine acres. All permanent facilities at Mistral Elementary School were fully renovated in 1998. This summer the 16 permanent wing classrooms were renovated. The District is building a kinder classroom wing, as well as a new library, playground, and a multi-use room. The school shares all existing facilities with Castro Elementary School and the Castro Pre-school. The campus is currently comprised of 16 permanent classrooms, nine portable classrooms, three pre-school classrooms, a preschool office, a library, a staff room, a multi-purpose room, a playground and field. The school is located on a park site, which draws community members during evenings and on weekends.

Cleaning Process

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

Maintenance & Repair

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

The chart shows the results of the most recent school facilities inspection (as of October 2017). 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: 08/26/2017				
Overall Summary of School Facility Conditions: Good				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			
Interior	X			CR #34 (Portable): VCT tiling is worn & needs replacement. Nurses Office: Restroom walls need patching/paint. Library: Carpet is wearing. Doors are faded & need painting. MUR: VCT tiling on floor needs replacement.
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			Exterior Mechanical Rooms: Housekeeping, move equipment away from electrical panels.
Electrical	X			CR #103 (Portable): Lights out (3). CR #115 (Portable): Light is out in center rows (2). CR #32: Light fixture lights are out; ballast/bulb replacement.
Restrooms/Fountains	X			
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			Admin Offices: Wallpaper in several offices is peeling; need to glue seams.

Instructional Materials (School Year 2017-18)

The school district held a public hearing on September 21, 2017, 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 2017 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 / Spanish	Benchmark Education Company	2016	Yes	0.0%
TK-5	History/Social Studies	Scott Foresman	2006	Yes	0.0%
TK-5	Mathematics	Go Math!	2016	Yes	0.0%
TK-5	Science	FOSS	2007	Yes	0.0%

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 grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities)

California Assessment of Student Performance and Progress

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

In the 2014-15 and 2015-16 school years, the Science assessments were paper-pencil tests 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. During the 2016-17 school year, the new California Science Test was pilot tested. This pilot test replaced the California Standards Tests and California Modified Assessment for Science. **Because this was a pilot year, no Science scores will be disclosed.**

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.

For 2015-16 and 2016-17, this section includes the school, district, and state information on the percent of students meeting or exceeding the State standards on the California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Summative Assessments and California Alternate Assessments (CAAs) for English language arts/literacy (ELA) and mathematics for grades three through eight and grade eleven. It also displays Science scores (grades 5, 8, and 10) for 2014-15 and 2015-16.

California Assessment of Student Performance and Progress									
Percent of Students Meeting or Exceeding the State Standards									
Subject	School			District			State		
	2015	2016	2017	2015	2016	2017	2015	2016	2017
English Language Arts/Literacy (Grades 3-8 and 11)	--	65	73	--	66	66	--	48	48
Mathematics (Grades 3-8 and 11)	--	60	67	--	60	62	--	36	37
Science (Grades 5, 8, and 10)	--	53	--	--	73	--	--	54	--

The following table displays information on student achievement by student groups for the school in ELA and Mathematics with all grades combined (grades three through eight and eleven).

California Assessment of Student Performance and Progress							
Student Groups	English-Language Arts				Mathematics		
	Total Enrollment	Number Tested	Percent Tested	% Met or Exceeded CA Standard	Number Tested	Percent Tested	% Met or Exceeded CA Standard
All Students	166	165	99.40	72.73	165	99.40	67.27
Male	67	66	98.51	68.18	66	98.51	72.73
Female	99	99	100.00	75.76	99	100.00	63.64
Hispanic or Latino	100	99	99.00	58.59	99	99.00	48.48
White	43	43	100.00	93.02	43	100.00	97.67
Two or More Races	16	16	100.00	93.75	16	100.00	87.5
Socioeconomically Disadvantaged	68	67	98.53	43.28	67	98.53	31.34
English Learners	73	72	98.63	45.83	72	98.63	40.28

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 2016-17)

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
2016-17**

Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	18.9%	24.5%	32.1%

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 & Community Involvement (School Year 2017-18)

Parent involvement is an essential component of the Mistral school community. All parents are expected to be actively involved in their student's education. There are many ways to do so. Parents may volunteer at the school and attend parent education opportunities throughout the year. Parents may also participate in the Parent Teacher Association (PTA), School Site Council (SSC) and English Language Advisory Council (ELAC).

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) 526-3575 or visit the school's website: <http://mistral.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 Mistral Elementary School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. Parents and students are informed of school rules and discipline policies at Back-To-School Night at the start of the school year. Throughout the year behavior and discipline policies are reviewed in school newsletters, parent emails, Open Houses, and classroom discussions. All the schools in our district have initiated positive school climate procedures that include specific anti-bullying activities.

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

	Suspensions & Expulsions					
	Suspensions			Expulsions		
	14-15	15-16	16-17	14-15	15-16	16-17
School	0.00	0.50	1.50	0.00	0.00	0.00
District	2.01	2.63	1.66	0.00	0.00	0.00
State	3.79	3.65	3.65	0.09	0.09	0.09

Safe School Plan (School Year 2017-18)

The safety of students and staff is a primary concern of Mistral Elementary School. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan is reviewed and updated annually. The plan was most recently updated and reviewed in March 2017.

The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year. Students are supervised before school by yard duty personnel, and the principal. Afterschool supervision is provided by yard duty personnel with noon supervisors covering during lunch, and teachers supervising during recess. 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 2017-18)

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.

Due to the flexibility allowed by the Every Student Succeeds Act (ESSA) that became law in December 2015 and reauthorized the ESEA, no district or school will be newly identified for PI in the 2017–18 school year. Districts and schools that received Title I, Part A funds for the 2016–17 school year and were “In PI” in the 2016–17 school year will retain their same PI status and placement year for 2017–18. California elected not to require districts or schools to provide Supplemental Educational Services and Choice for the 2017–18 school year, as defined in Section 1116 of the ESEA.

Districts and schools that received Title I, Part A funds for the 2016–17 school year and either had a status of “Not in PI” for the 2016–17 school year or did not receive Title I, Part A funds for the 2015–16 school year will have a status of “Not in PI” for the 2017–18 school year.

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 Mistral Elementary School is a responsibility shared among district administration, the principal, instructional staff, students, and parents. Principal Marcela S. Simões de Carvalho, Ed.D., NBCT leads Mistral Elementary School. Dr. Simões de Carvalho is a National Board Certified teacher, speaks Spanish and Portuguese fluently, and holds a doctorate in education.

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

Class Size

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

Class Size Distribution

Average Class Size	Classrooms Containing:											
	1-20 Students			21-32 Students			33+ Students					
	15	16	17	15	16	17	15	16	17			
By Grade Level												
K	-	25	26	-	-	-	-	3	3	-	-	-
1	-	25	26	-	-	-	-	3	3	-	-	-
2	-	22	23	-	-	-	-	3	3	-	-	-
3	-	27	21	-	-	2	-	2	1	-	-	-
4	-	30	27	-	-	-	-	2	2	-	-	-
5	-	22	28	-	1	-	-	2	2	-	-	-
Other	-	-	7	-	-	1	-	-	-	-	-	-

Counseling & Support Staff (School Year 2016-17)

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

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

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

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

Counseling & Support Services Staff

	Number of Staff	Full Time Equivalent
Community Engagement Facilitator	1	1.0
Instructional Coach - Certificated	1	1.0
Library Technician	1	0.5
Nurse	1	As Needed
Occupational Therapist	1	As Needed
Psychologist	1	As Needed
Resource Specialist Program (RSP) Teacher	1	0.6
RSP Aide	1	0.3
Speech and Language Specialist	2	0.7

GATE

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

Mistral Elementary School offers an enrichment program for students in grades three through five. There are no state monies for this program; it is funded by the Mistral PTA. Parent volunteers carry out most of our enrichment activities as an afterschool program.

Individualized Instruction

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

English Language Learners

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

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

Staff Development

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

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

Curriculum Development

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

Mistral Elementary provides everything from interventions to enrichment opportunities. Student progress is monitored through ongoing assessment

and is conveyed to parents on report cards. Group assessment data is shared with the staff to both support students and help determine school needs and focus. The principal and individual staff members also discuss student's assessment data as needed and appropriate.

Extracurricular & Enrichment Activities

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

- Band
- Chess Club
- Coding
- Cooking
- Folklorico Dance
- Lego Engineering
- Robotics with Legos
- Super Science
- Theaterworks
- Writing

Recognition Programs

It is Mistral Elementary School's goal to recognize students for their good work and to reinforce those behaviors which contribute to a positive learning community. Mistral Elementary School recognizes students within their classrooms as well as at school and district events. Student Recognition Assemblies are held monthly.

Computer Resources

The use of technology in the classroom supports and integrates the subject matter curriculum. All classrooms are wired for Internet access. Each classroom can be scheduled for computer lab time for projects as needed.

The most widely used technology programs are ST Math and Khan Academy for mathematics practice and Imagine Learning en Español (K-1) and Achieve 3000 (2-5) for Spanish and English reading practice.

Each classroom has access to technology devices in the classroom.

- Kinder: Three classrooms share a Galaxy Tablets cart (28 devices)
- 1st & 2nd Grade: Six classrooms share two Chromebook carts (60 devices)
- 3rd to 5th Grade: A Chromebook cart in each classroom (180 devices)

Library Information

Mistral Elementary School's library, staffed by a part-time library technician, is stocked with more than 14,000 books in English and Spanish that are available for students and parents to check out. Students visit the library once a week with their class. The library also contains 4 computers for student use.

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 2015-16)

The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

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

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

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$4,746
From Supplemental/Restricted Sources	-
From Basic/Unrestricted Sources	\$4,746
District	
From Basic/Unrestricted Sources	\$2,197
Percentage of Variation between School & District	116.0%
State	
From Basic/Unrestricted Sources	\$6,574
Percentage of Variation between School & State	-27.8%

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 2016-17)

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 2015-16)

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

Average Salary Information		
Teachers - Principal - Superintendent		
2015-16		
	District	State
Beginning Teachers	\$52,207	\$47,034
Mid-Range Teachers	\$77,030	\$73,126
Highest Teachers	\$96,334	\$91,838
Elementary School Principals	\$124,641	\$116,119
Middle School Principals	\$132,102	\$119,610
High School Principals	-	\$115,194
Superintendent	\$200,000	\$178,388
Salaries as a Percentage of Total Budget		
Teacher Salaries	31.0%	37.0%
Administrative Salaries	6.0%	6.0%

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 (Fiscal Year 2015-16)

Average Teacher Salaries	
School & District	
School	\$75,869
District	\$73,652
Percentage of Variation	3%
School & State	
All Elementary School Districts	\$74,194
Percentage of Variation	2.2%

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.

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).