

Mira Vista K-8 School

School Accountability Report Card

Reported Using Data from the 2014-15 School Year

Published During 2015-16

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). 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 an 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 Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

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).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	Mira Vista K-8 School
Street	6397 Hazel Avenue
City, State, Zip	Richmond, CA 94805-2099
Phone Number	(510) 231-1416
Principal	Gabriel Chilcott
E-mail Address	gchilcott@wccusd.net
Web Site	http://miravistaschool.com/
Grades Served	K-8
CDS Code	07-61796-6004857

District Contact Information	
District Name	West Contra Costa Unified School District
Phone Number	(510) 231-1100
Superintendent	Dr. Bruce Harter
E-mail Address	bharter@wccusd.net
Web Site	www.wccusd.net

School Description and Mission Statement (Most Recent Year)

The vision of Mira Vista K-8 School is to continue partnering with families and students in creating a safe environment that empowers students and adults alike to be creative, thoughtful, & self-motivated learners. We use every interaction as a learning opportunity; teaching our students that we can always learn more. At Mira Vista we believe that everyone's voice is important and that it is only through meaningful dialogue between students and adults that we will all achieve our full potential. Mira Vista K-8 School is a place where students can safely exercise their curiosity and voice by making meaningful choices while challenging themselves and each other academically. We continually strive to develop students' sense of responsibility in transforming our school, community, and world.

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Kindergarten	51
Grade 1	60
Grade 2	56
Grade 3	53
Grade 4	59
Grade 5	68
Grade 6	62
Grade 7	53
Grade 8	57
Total Enrollment	519

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	22.7
American Indian or Alaska Native	0.6
Asian	11.6
Filipino	2.9
Hispanic or Latino	34.3
Native Hawaiian or Pacific Islander	0.8
White	21.8
Two or More Races	4.8
Socioeconomically Disadvantaged	60.5
English Learners	30.6
Students with Disabilities	14.1
Foster Youth	0.6

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.

Teacher Credentials

Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	24	25	26	26
Without Full Credential	1	0	1	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

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

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	96.9	3.2
High-Poverty Schools in District	96.8	3.2
Low-Poverty Schools in District	97.1	2.9

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Year and month in which data were collected: September 2015

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Macmillan/McGraw-Hill, California Treasures (K-5) Prentice Hall Copper 6th Grade Prentice Hall Bronze 7th Grade Prentice Hall Silver 8th Grade ELD: National Geographic Inside Intervention: Scholastic Read 180	Yes	0%

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Mathematics	Everyday Mathematics(Grades K-6) Wright Group/Macmillan-McGraw Hill Pre Algebra and Algebra.	Yes	0%
Science	Scott Foresman Science K-6 Pearson/Prentice Hall, Focus on Earth Science (6th grade) Pearson/Prentice Hall, Focus on Life Science (7th grade) Pearson/Prentice Hall, Focus on Physical Science (8th grade)	Yes	0%
History-Social Science	Macmillan/McGraw Hill California Vistas K to 5 History Alive! 6-8	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Mira Vista Elementary school underwent a \$12.3 million renovation, the rebuilt campus opened in the Fall of 2005.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: July 2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		Replace ceiling tiles; Adjust chair rails kitchen; Secure the shelves in the workroom-library
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation			X	Ant infestation site-wide; Remove paper from ceilings; Remove graffiti; Evidence of mice
Electrical: Electrical	X			Two light fixtures out portable 28
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		Replace soap dispensers; Tighten toilet seats; Check urinals; Repair partition boots; Adjust drinking fountain by room 3 & custodial room
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Repair exterior wall portable 29
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		Adjust door closers; Repair latches; Repair broken window; Adjust workroom door

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: July 2015				
Overall Rating	Exemplary	Good	Fair	Poor
				X

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], Science California Standards Tests); 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 Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	35	32	44
Mathematics	29	22	33

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	54	53	98.1	43	23	19	15
	4	59	59	100.0	39	15	15	27
	5	72	71	98.6	39	20	27	14
	6	68	67	98.5	30	28	30	12
	7	63	61	96.8	44	36	15	5
	8	62	62	100.0	32	35	26	5
Male	3		28	51.9	54	21	14	11
	4		24	40.7	50	17	17	13
	5		32	44.4	47	19	25	9
	6		29	42.6	38	31	24	7
	7		24	38.1	58	38	4	0
	8		35	56.5	31	43	23	0
Female	3		25	46.3	32	24	24	20
	4		35	59.3	31	14	14	37
	5		39	54.2	33	21	28	18
	6		38	55.9	24	26	34	16
	7		37	58.7	35	35	22	8
	8		27	43.5	33	26	30	11
Black or African American	3		14	25.9	71	21	7	0
	4		12	20.3	67	17	17	0
	5		16	22.2	50	25	25	0
	6		18	26.5	44	39	17	0
	7		19	30.2	58	37	5	0

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	8		18	29.0	39	56	6	0
American Indian or Alaska Native	4		1	1.7	--	--	--	--
	7		1	1.6	--	--	--	--
Asian	3		5	9.3	--	--	--	--
	4		4	6.8	--	--	--	--
	5		9	12.5	--	--	--	--
	6		9	13.2	--	--	--	--
	7		4	6.3	--	--	--	--
	8		12	19.4	25	33	42	0
Filipino	3		2	3.7	--	--	--	--
	6		1	1.5	--	--	--	--
	7		3	4.8	--	--	--	--
	8		3	4.8	--	--	--	--
Hispanic or Latino	3		16	29.6	38	38	19	6
	4		19	32.2	42	16	11	21
	5		23	31.9	43	30	26	0
	6		26	38.2	31	15	35	19
	7		19	30.2	47	32	16	5
	8		18	29.0	33	28	28	6
Native Hawaiian or Pacific Islander	5		1	1.4	--	--	--	--
	7		1	1.6	--	--	--	--
White	3		16	29.6	25	13	31	31
	4		17	28.8	18	12	12	59
	5		16	22.2	38	6	31	25
	6		11	16.2	18	27	27	27
	7		8	12.7	--	--	--	--
	8		8	12.9	--	--	--	--
Two or More Races	4		6	10.2	--	--	--	--
	5		6	8.3	--	--	--	--
	6		2	2.9	--	--	--	--
	7		6	9.5	--	--	--	--
	8		3	4.8	--	--	--	--
Socioeconomically Disadvantaged	3		33	61.1	61	24	12	3
	4		30	50.8	57	20	13	3
	5		45	62.5	49	22	22	7
	6		40	58.8	40	35	25	0
	7		44	69.8	50	32	16	2
	8		41	66.1	34	34	24	5

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
English Learners	3		21	38.9	57	29	14	0
	4		18	30.5	67	17	6	0
	5		22	30.6	68	32	0	0
	6		12	17.6	58	25	17	0
	7		10	15.9	--	--	--	--
	8		9	14.5	--	--	--	--
Students with Disabilities	3		8	14.8	--	--	--	--
	4		4	6.8	--	--	--	--
	5		13	18.1	100	0	0	0
	6		10	14.7	--	--	--	--
	7		2	3.2	--	--	--	--
	8		5	8.1	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--
	7		--	--	--	--	--	--
	8		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	54	54	100.0	39	28	26	7
	4	59	59	100.0	27	25	27	20
	5	72	71	98.6	55	24	10	11
	6	68	67	98.5	48	25	13	13
	7	63	61	96.8	44	31	18	7
	8	62	62	100.0	39	35	19	5
Male	3		29	53.7	48	28	14	10
	4		24	40.7	29	33	25	13
	5		32	44.4	56	22	6	16
	6		29	42.6	48	21	21	10
	7		24	38.1	54	25	21	0
	8		35	56.5	37	40	14	6
Female	3		25	46.3	28	28	40	4

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	4		35	59.3	26	20	29	26
	5		39	54.2	54	26	13	8
	6		38	55.9	47	29	8	16
	7		37	58.7	38	35	16	11
	8		27	43.5	41	30	26	4
Black or African American	3		14	25.9	79	21	0	0
	4		12	20.3	42	42	17	0
	5		16	22.2	69	25	6	0
	6		18	26.5	89	11	0	0
	7		19	30.2	63	26	11	0
	8		18	29.0	39	50	6	0
American Indian or Alaska Native	4		1	1.7	--	--	--	--
	7		1	1.6	--	--	--	--
Asian	3		5	9.3	--	--	--	--
	4		4	6.8	--	--	--	--
	5		9	12.5	--	--	--	--
	6		9	13.2	--	--	--	--
	7		4	6.3	--	--	--	--
	8		12	19.4	33	17	42	8
Filipino	3		2	3.7	--	--	--	--
	6		1	1.5	--	--	--	--
	7		3	4.8	--	--	--	--
	8		3	4.8	--	--	--	--
Hispanic or Latino	3		17	31.5	29	47	24	0
	4		19	32.2	32	32	26	11
	5		23	31.9	61	35	0	4
	6		26	38.2	35	27	15	23
	7		19	30.2	58	16	16	11
	8		18	29.0	39	33	22	6
Native Hawaiian or Pacific Islander	5		1	1.4	--	--	--	--
	7		1	1.6	--	--	--	--
White	3		16	29.6	19	19	50	13
	4		17	28.8	18	6	35	41
	5		16	22.2	44	6	25	25
	6		11	16.2	27	27	18	27
	7		8	12.7	--	--	--	--
	8		8	12.9	--	--	--	--
Two or More Races	4		6	10.2	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	5		6	8.3	--	--	--	--
	6		2	2.9	--	--	--	--
	7		6	9.5	--	--	--	--
	8		3	4.8	--	--	--	--
Socioeconomically Disadvantaged	3		34	63.0	56	29	12	3
	4		30	50.8	50	27	20	3
	5		45	62.5	69	22	2	7
	6		40	58.8	65	28	5	3
	7		44	69.8	50	27	18	5
	8		41	66.1	41	29	22	5
English Learners	3		22	40.7	45	41	14	0
	4		18	30.5	56	33	6	6
	5		22	30.6	95	5	0	0
	6		12	17.6	67	25	8	0
	7		10	15.9	--	--	--	--
	8		9	14.5	--	--	--	--
Students with Disabilities	3		8	14.8	--	--	--	--
	4		4	6.8	--	--	--	--
	5		13	18.1	100	0	0	0
	6		10	14.7	--	--	--	--
	7		2	3.2	--	--	--	--
	8		5	8.1	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--
	7		--	--	--	--	--	--
	8		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	35	45	45	46	48	46	59	60	56

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	46
All Students at the School	45
Male	46
Female	44
Black or African American	33
Asian	58
Filipino	--
Hispanic or Latino	40
Native Hawaiian or Pacific Islander	--
White	64
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	5
Students with Disabilities	40
Foster Youth	--

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	31.00	18.30	7.00
7	26.70	23.30	6.70

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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 schoolsite.

Opportunities for Parental Involvement (Most Recent Year)

Contact Person: Elena Ruiz-Duarte SSC Chairperson; Phone Number 510-231-1416

PARENT INVOLVEMENT PROGRAMS

SCHOOL SITE COUNCIL (SSC): The role of the SSC is to give parents, faculty and staff more on-site decision making ability by giving individuals the opportunity to work together in planning school program improvements. Every elementary school must have a School Site Council composed of five parents or community members, the principal, three classroom teachers, and one other staff member (Education Code Section 52852).

PARENT-TEACHER ASSOCIATION (PTA) and/or PARENT GROUP(s): The school has an active and enthusiastic PTA. The current chair is Sierra Fong. The PTA holds monthly meetings, usually on the second Wednesday of each month, to plan activities and events of interest to the school community. All parents are encouraged to join the PTA. These events include; an annual Fall Festival, Crafts fair, several fundraisers, a Bar-B-Qu, a Dance and the Winter Holiday Performance.

Contact Information for Parental Involvement

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.

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	7.64	4.71	4.35	10.15	6.59	6.16	5.07	4.36	3.80
Expulsions	0.00	0.00	0.00	0.04	0.03	0.02	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

Date of Last Review/Update June 2014.
 Date Last Discussed with Staff: September 2014

The school has a comprehensive safety plan in place. The staff and community have reviewed the parts of this plan and are ready for emergencies. The school is a safe place with careful supervision of all students. The School Safety and Emergency Team provides training and updates, maintains earthquake preparedness materials, and plans monthly fire and earthquake drills. Children are not to be dropped off until 8:15 am, when there is an adult on yard duty. All visitors must check into the main office and obtain a visitors pass.

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	21
Percent of Schools Currently in Program Improvement	N/A	72.4

Note: Cells with N/A values do not require data.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13				2013-14				2014-15			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	24		2		23	1	2		16	2	2	
1	27		2		27		2		25		2	
2	27		2		26		2		25		2	
3	24	1	2		24	1	2		25		2	
4	26		2		28		2		29		2	
5	28		2		25	1	2		30		2	
6	26	1	10		34		8	1	29	1	8	1
Other	15	1							11	1		

Note: Number of classes indicates how many classes fall into each size category (a range of total students per class).

Average Class Size and Class Size Distribution (Secondary)

Subject	2012-13				2013-14				2014-15			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	22	2	4		22	3	2	1	20	4	3	
Mathematics	23	1	4		23	2	2	1	22	3	3	
Science	27		4		27	1	2	1	27	1	4	
Social Science	27		4		26	2	2	1	28	1	3	

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	.40	N/A
Psychologist	.20	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	1.40	N/A
Resource Specialist	1.50	N/A
Other	0	N/A

Note: Cells with N/A values do not require data. 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.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$7629.82	\$4753.22	\$2876.60	\$56945.15
District	N/A	N/A	\$9628.10	\$56383.71
Percent Difference: School Site and District	N/A	N/A	-70.1	1.0
State	N/A	N/A	\$5,348	\$72,971
Percent Difference: School Site and State	N/A	N/A	-46.2	-22.0

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2014-15)

Programs and services available at Mira Vista School include:

- 21st Century
- Special Ed
- Economic Impact Aid

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$37,572	\$43,165
Mid-Range Teacher Salary	\$57,903	\$68,574
Highest Teacher Salary	\$77,623	\$89,146
Average Principal Salary (Elementary)	\$88,724	\$111,129
Average Principal Salary (Middle)	\$94,047	\$116,569
Average Principal Salary (High)	\$105,032	\$127,448
Superintendent Salary	\$227,250	\$234,382
Percent of Budget for Teacher Salaries	31%	38%
Percent of Budget for Administrative Salaries	5%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Quality instruction and instructional leadership are at the heart of the district's achievement efforts. We are strongly committed to narrowing the achievement gap and provide a program that meets the needs of ALL our students. To ensure this, the Curriculum and Instruction Department of the district engages teachers, administrators and other personnel in ongoing professional development focused on improving teaching and learning. Training is provided to principals and other administrators to improve their ability to provide strong instructional leadership and guide teaching and learning at school sites. The principals, in turn, provide support to teachers through staff conferences, opportunities for collaborative study and planning, and individual coaching based on ongoing classroom observations. Teachers and other staff are provided with both on and off-site professional development in all standards based curriculum content areas. Beyond the content areas, professional development is provided in English Language Development, Gifted and Talented Education (GATE), differentiated instruction and educational technology. In addition, training is made available in classroom management and the effective use of assessment data and teacher data teams in meeting the needs of all students. A primary goal of the professional development program is ensuring that all students are served by skilled, highly qualified teachers and that teachers are supported by strong, knowledgeable instructional leaders.