Mira Vista K-8 School
School Accountability Report Card
Reported Using Data from the 2015-16 School Year
Published During 2016-17

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 and 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 and the county. 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 (School Year 2016-17)

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	miravistaschool.com/
CDS Code	07-61796-6004857

District Contact Information	
District Name	West Contra Costa Unified School District
Phone Number	(510) 231-1100
Superintendent	Matthew Duffy
E-mail Address	matthew.duffy@wccusd.net
Web Site	www.wccusd.net

School Description and Mission Statement (School Year 2016-17)

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 2015-16)

Grade Level	Number of Students
Kindergarten	50
Grade 1	60
Grade 2	61
Grade 3	56
Grade 4	60
Grade 5	62
Grade 6	66
Grade 7	61
Grade 8	55
Total Enrollment	531

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	21.7
American Indian or Alaska Native	0.2
Asian	10.7
Filipino	1.9
Hispanic or Latino	35
Native Hawaiian or Pacific Islander	0.9
White	23.2
Two or More Races	6.4
Socioeconomically Disadvantaged	56.9
English Learners	30.7
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
	2014-15	2015-16	2016-17	2016-17
With Full Credential	25	26	26	26
Without Full Credential	0	1	1	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
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 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	98.0	2.0
All Schools in District	93.7	6.3
High-Poverty Schools in District	93.5	6.5
Low-Poverty Schools in District	97.2	2.8

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 2016-17)

Year and month in which data were collected: November 2016

Subject	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 (TK-5) / 2012 Prentice Hall, Literature: Timeless Voices (gr 6-8) / 2001 National Geographic, Inside (ELD gr 6-8) / 2014 Houghton Mifflin Harcourt, (Intervention gr 6-8) Read 180 / 2011	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Mathematics	McGraw-Hill, My Math (TK-5) / 2016 Macmillan-McGraw Hill, Everyday Math (gr 6) / 2008 or McGraw Hill, Math Course 1 (gr 6) / 2016 Prentice Hall, Pre-Algebra CA / 2001 Glencoe McGraw Hill, Math Course 3 (gr 8) / 2014 McDougal Littell, CA Middle School Algebra 1 / 2012 Key Curriculum Press, Discovering Geometry / 2008	Yes	0%
Science	Scott Foresman, Science (K-5) / 2008 Pearson/Prentice Hall, Focus on Earth Science (gr 6) / 2008 Pearson/Prentice Hall, Focus on Life Science (gr 7) / 2008 Pearson/Prentice Hall, Focus on Physical Science (gr 8) / 2008	Yes	0%
History-Social Science	Macmillan/McGraw Hill, California Vistas (gr K-5) / 2007 TCI, History Alive (gr 6-8) / 2004	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 of the most recent FIT report:** July 2016				
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	Paint wall by speed line in kitchen Repair ceiling paint at vent in boys 1st floor and 2nd floor restrooms Install a metal corner by the alarm pad in the front office
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation		X		Remove graffiti from lower playground Clean the drinking fountains in the 2nd floor hallway
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		Drinking fountain now working on lower playground Repair ceiling paint at vent in boys 1st floor and 2nd floor restrooms Clean the drinking fountains in the 2nd floor hallway More pressure needed on the drinking fountain in room 7

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: July 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Repair retaining wall by rooms 8 and 9
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Drinking fountain not working on lower playground

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: July 2016				
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] 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students 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

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	35	39	33	35	44	48
Mathematics	29	31	23	25	34	36

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 Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	**3**	59	58	98.3	29.3
	4	64	62	96.9	29.0
	5	65	65	100.0	41.5
	6	71	68	95.8	50.0
	7	69	65	94.2	41.5
	8	64	61	95.3	40.0
Male	**3**	31	31	100.0	25.8
	4	31	30	96.8	26.7
	5	26	26	100.0	26.9
	6	31	30	96.8	50.0
	7	28	28	100.0	25.0
	8	24	22	91.7	23.8
Female	**3**	28	27	96.4	33.3
	4	33	32	97.0	31.3
	5	39	39	100.0	51.3
	6	40	38	95.0	50.0
	7	41	37	90.2	54.0
	8	40	39	97.5	48.7
Black or African American	**3**	11	11	100.0	9.1
	4	15	15	100.0	6.7
	5	12	12	100.0	8.3
	6	19	18	94.7	38.9
	7	14	14	100.0	21.4
	8	18	18	100.0	27.8
American Indian or Alaska Native	**5**	--	--	--	--
Asian	**3**	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Filipino	**3**	--	--	--	--
	4	--	--	--	--
	8	--	--	--	--
Hispanic or Latino	**3**	28	27	96.4	25.9
	4	21	19	90.5	15.8

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	5	21	21	100.0	38.1
	6	22	22	100.0	45.5
	7	27	25	92.6	48.0
	8	22	22	100.0	28.6
Native Hawaiian or Pacific Islander	**3**	--	--	--	--
	6	--	--	--	--
	8	--	--	--	--
White	**3**	--	--	--	--
	4	19	19	100.0	52.6
	5	20	20	100.0	70.0
	6	13	13	100.0	53.9
	7	11	11	100.0	63.6
	8	--	--	--	--
Two or More Races	**3**	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Socioeconomically Disadvantaged	**3**	40	39	97.5	17.9
	4	42	40	95.2	12.5
	5	30	30	100.0	16.7
	6	48	46	95.8	39.1
	7	41	39	95.1	23.1
	8	42	40	95.2	30.0
English Learners	**3**	22	21	95.5	4.8
	4	19	17	89.5	5.9
	5	19	19	100.0	10.5
	6	16	15	93.8	6.7
	7	11	10	90.9	10.0
	8	13	10	76.9	
Students with Disabilities	**3**	14	13	92.9	
	4	--	--	--	--
	5	--	--	--	--
	6	15	14	93.3	
	7	--	--	--	--
	8	--	--	--	--
Foster Youth	**3**	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. 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.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	**3**	59	58	98.3	37.9
	4	64	63	98.4	34.9
	5	66	66	100.0	26.1
	6	71	69	97.2	26.1
	7	69	65	94.2	30.8
	8	64	64	100.0	31.3
Male	**3**	31	31	100.0	38.7
	4	31	30	96.8	30.0
	5	27	27	100.0	19.2
	6	31	30	96.8	26.7
	7	28	28	100.0	21.4
	8	24	24	100.0	20.8
Female	**3**	28	27	96.4	37.0
	4	33	33	100.0	39.4
	5	39	39	100.0	30.8
	6	40	39	97.5	25.6
	7	41	37	90.2	37.8
	8	40	40	100.0	37.5
Black or African American	**3**	11	11	100.0	27.3
	4	15	15	100.0	6.7
	5	13	13	100.0	
	6	19	18	94.7	5.6
	7	14	14	100.0	14.3

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	8	18	18	100.0	22.2
American Indian or Alaska Native	**5**	--	--	--	--
Asian	**3**	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Filipino	**3**	--	--	--	--
	4	--	--	--	--
	8	--	--	--	--
Hispanic or Latino	**3**	28	27	96.4	33.3
	4	21	20	95.2	30.0
	5	21	21	100.0	14.3
	6	22	22	100.0	18.2
	7	27	25	92.6	36.0
	8	22	22	100.0	27.3
Native Hawaiian or Pacific Islander	**3**	--	--	--	--
	6	--	--	--	--
	8	--	--	--	--
White	**3**	--	--	--	--
	4	19	19	100.0	52.6
	5	20	20	100.0	50.0
	6	13	13	100.0	53.9
	7	11	11	100.0	45.5
	8	--	--	--	--
Two or More Races	**3**	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Socioeconomically Disadvantaged	**3**	40	39	97.5	28.2
	4	42	41	97.6	17.1
	5	30	30	100.0	6.7
	6	48	47	97.9	12.8
	7	41	39	95.1	10.3
	8	42	42	100.0	26.2

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
English Learners	**3**	22	21	95.5	14.3
	4	19	18	94.7	11.1
	5	19	19	100.0	
	6	16	16	100.0	
	7	11	10	90.9	
	8	13	13	100.0	15.4
Students with Disabilities	**3**	14	13	92.9	
	4	--	--	--	--
	5	--	--	--	--
	6	15	14	93.3	
	7	--	--	--	--
	8	--	--	--	--
Foster Youth	**3**	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. 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.

CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	45	45	42	48	46	40	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

CAASPP Test Results in Science by Student Group
Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	129	128	99.2	42.2
Male	50	49	98.0	34.7
Female	79	79	100.0	46.8
Black or African American	30	29	96.7	24.1
Hispanic or Latino	43	43	100.0	32.6
White	28	28	100.0	64.3
Two or More Races	14	14	100.0	57.1
Socioeconomically Disadvantaged	72	71	98.6	28.2
English Learners	32	32	100.0	12.5

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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.

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 areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	20	13.8	26.2

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 (School Year 2016-17)

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 and active and enthusiastic PTA. The current chair is Joe Shaughnessy. The PTA holds monthly meeting, 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-Q, Dances, Family Movie Nights and the Winter Holiday Performance.

Contact Information for Parental Involvement: Staff Community Engagement Office - 510-307-4526

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	4.7	4.4	3.0	6.6	6.2	6.3	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

Approved January 2015 by Elizabeth MontesNation - Coordinator, Disaster Preparedness and SafetyDate of Last Review/Update June 2016.Date Last Discussed with Staff: October 2016.
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.

Federal Intervention Program (School Year 2016-17)

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	20
Percent of Schools Currently in Program Improvement	N/A	71.4

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14				2014-15				2015-16			
	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	23	1	2		16	2	2		20	1	1	
1	27		2		25		2		19	3		
2	26		2		25		2		26		2	
3	24	1	2		25		2		25		2	
4	28		2		29		2		29		2	
5	25	1	2		30		2		31		2	
6	34		8	1	29	1	8	1	40	1	1	1
Other					11	1			16	2		

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	2013-14				2014-15				2015-16			
	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	3	2	1	20	4	3		24	3	7	
Mathematics	23	2	2	1	22	3	3		24	2	6	
Science	27	1	2	1	27	1	4		29	6		
Social Science	26	2	2	1	28	1	3		29		6	

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 2015-16)

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	.40	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	1.40	N/A
Resource Specialist	1.55	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 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	7814.44	2331.75	5482.69	69103.28
District	N/A	N/A	6412.40	65071.41
Percent Difference: School Site and District	N/A	N/A	-14.5	6.2
State	N/A	N/A	$5,677	$75,837
Percent Difference: School Site and State	N/A	N/A	-3.4	-8.9

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

Types of Services Funded (Fiscal Year 2015-16)

Programs and services available at Mira Vista School include:

CENTRAL SUPPLEMNTL/CONCENTRATION
SP ED IDEA BASIC LOCAL ENTITL
HEALTHY START-ASLSNPP
SPECIAL ED - E
SITE SUPPLEMNTL/CONCENTRATION

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$38,699	$45,092
Mid-Range Teacher Salary	$59,640	$71,627
Highest Teacher Salary	$79,951	$93,288
Average Principal Salary (Elementary)	$91,385	$115,631
Average Principal Salary (Middle)	$96,869	$120,915
Average Principal Salary (High)	$108,183	$132,029
Superintendent Salary	$231,795	$249,537
Percent of Budget for Teacher Salaries	31%	37%
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.