

Creek View Elementary School

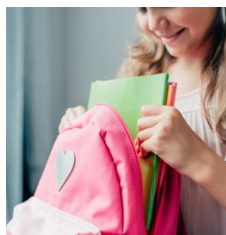
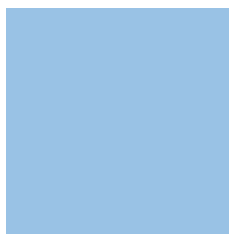
Grades TK-5
CDS Code 36-67785-6105449

Judith Maxwell
Principal
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Para español, visita www.mtnview.k12.ca.us



Mountain View School District

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Principal's Message

Creek View Elementary School has a tradition of high expectations for academic achievement and character. The Creek View learning community has achieved our success through the support of staff, students and parents. Our staff meets regularly to ensure our educational program is aligned with state content standards and provides students with both intervention and enrichment activities.

We have made a commitment to provide the best educational program possible for our students. The excellent quality of our program is a reflection of our highly committed staff. We are dedicated to ensuring Creek View Elementary School is a welcoming, stimulating environment where students are actively involved in learning academics as well as positive values. Through our hard work together, our students will be challenged to reach their maximum potential.

Creek View Elementary School believes cooperation between school and community is imperative and is reflected in our philosophy and school mission statement.

Creek View Elementary School Mission Statement

Creek View is a community of learners with high expectations for character and academic achievement. We strive to provide an environment where all of our students are STARS.

Be a **STAR**:

Safety First

Take Responsibility

Achieve Excellence

Respect Always

Parental Involvement

Parent participation is an integral part of student success at Creek View Elementary School. A highly active Parent Teacher Organization (PTO) coordinates many activities, programs and events that directly support the school's instructional program. PTO members provide a true sense of community purpose and direction centered on the education of students at Creek View Elementary School. Fundraisers support field trips, assemblies and student incentives. A large group of parent volunteers augments classroom instruction.

The school uses all available resources in the community to assist students in their emotional and academic development. Creek View Elementary School receives support from Target, Miguel's Jr., John's Incredible Pizza Company, In-N-Out Burger, Ruby's Diner and Farmer Boys.

Parents who wish to participate in Creek View Elementary School's PTO, School Site Council (SSC), English Language Advisory Committee (ELAC), other school committees or would like to become a volunteer may contact Principal Judith Maxwell or PTO President Brittany Romero at (909) 947-8385.

School Safety

Safety of students and staff is a primary concern at Creek View Elementary School. The school is a closed campus. All visitors must check in at the school office and wear identification badges while on school grounds. All volunteers must undergo a volunteer registration process including a volunteer training. During recess, lunch, and before and after school we have administrators, teachers, and classified staff members monitor the campus to ensure student safety throughout the school day.

We send the Emergency Preparedness Plan home to parents at the beginning of each school year. The plan includes steps for ensuring the safety of students and staff during a disaster. The school conducts earthquake, fire, lockdown and other emergency drills on a regular monthly basis in accordance with the site disaster plan. Each classroom contains emergency supplies and first-aid kits. Food, water and rescue equipment are kept in a central location for any emergency.

The School Site Safety Plan was adopted and implemented in December 1998. It is reviewed and revised where necessary annually and is approved at the November/December board meetings every year. It was most recently reviewed, updated and discussed with school faculty in August 2019. The School Site Safety Plan was designed to assist in preparing for emergencies, managing emergency response efforts and maintaining a safe school environment.

The plan requires identification of security needs, development of prevention and intervention techniques, evaluation of physical facilities, and communication with staff and students. Components of the School Site Safety Plan include strategies and programs that provide and maintain a high level of school safety, an assessment of current school crime occurring on campus and at school functions and procedures related to the compliance of existing laws as they affect school safety. Safety procedures and elements of the School Site Safety Plan are reviewed with staff annually at the start of every school year.



School Accountability Report Card

In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.

Mountain View School District Mission Statement

Mountain View School District is a school community whose members focus on the whole child: ensuring each child is safe, that each child's needs are met and that each child is provided an education of the highest quality.

Our continuing mission at Mountain View School District is to provide a foundation for sustained educational excellence for students and staff by setting clear goals and high expectations in a safe and trusting environment that supports individual success.

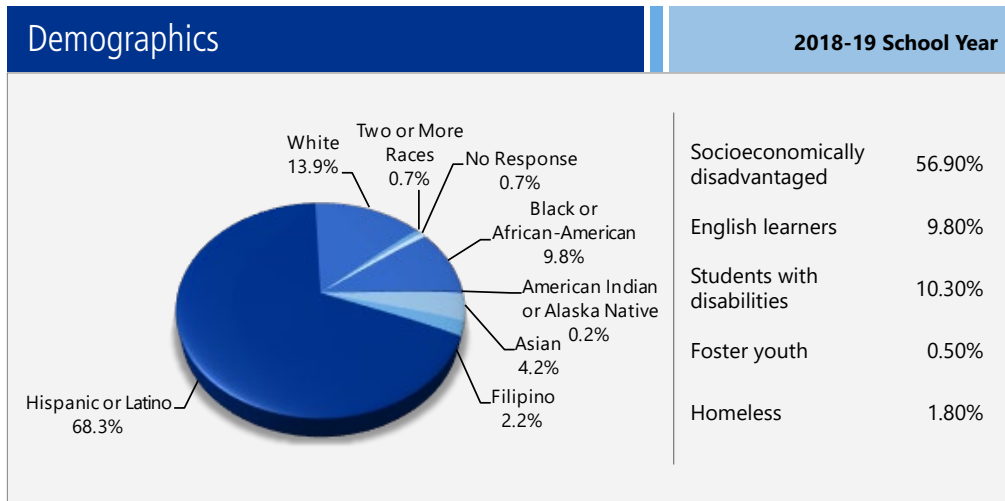
MVSD Governing Board

Members:	Served Since:
Ronald Newton	1993
Mike Sweeney	1996
Maureen Sweeney	2016
Dr. James Willingham	2018
Chris Taylor	2019



Enrollment by Student Group

The total enrollment at the school was 552 students for the 2018-19 school year. The pie chart displays the percentage of students enrolled in each group.



Professional Development

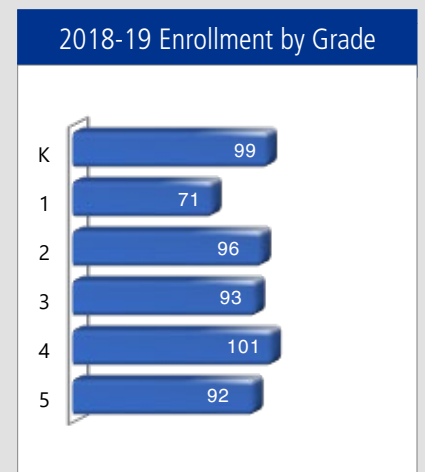
All training for curriculum development at Mountain View School District revolves around the California State Standards and Frameworks. Topics for training are determined by teacher need and feedback from teachers and administrators and focus on priorities indicated in the Local Control and Accountability Plan (LCAP). Professional development days for 2019-20 are cumulative district days, not individual teacher days.

For the 2017-18 school year, the focus was on individualizing professional learning for teachers. Teachers in grades 4-6 were invited to participate in a two-day Summer Math Institute focusing on the Standards for Mathematical Practices. All K-5 teachers received a full day of training on our new English language arts adoption, Journeys, while our transitional kindergarten (TK) teachers received training on learning strategies for small and large group time. An additional day of training for all TK-5 teachers focused on engaging learners through the Standards for Mathematical Practices. All teachers in grades 6-8 received training on raising rigor across the curriculum. A second day of training for 6-8 teachers was department based. Our Language Arts Department received training in the use of their new instructional materials. Our Math Department received advanced training in the use of their instructional materials from the publisher. Our History-Social Science Department received training in the shifts in the framework. Our Science Department received curricular design support in the shift to Next Generation Science Standards (NGSS). Our PE and elective teachers received training in disability awareness. Teachers are also provided four half-days to meet in their professional learning communities (PLC) to evaluate student data and plan for student success. **For the 2018-19 school year,** the focus was on providing individualized professional learning. Teachers in grades TK-6 were invited to participate in a two-day Summer Math Institute. The training was provided by grade span: TK-3 and 4-6. Training was provided to all teachers (TK-8) focused on working with students with special needs. Department training was also provided in grades 6-8, targeting specified needs, which included topics such as: Next Generation Science Standards, Mathematics, Advancement Via Individual Determination (AVID) Strategies, pacing guide development and CPR & First Aid Certification. Training for specialized elective teachers was provided through state and local conferences. Ongoing training throughout the year focused on the areas of mathematics, transitioning to NGSS and supporting students with special needs. **For the 2019-20 school year,** the focus was on providing individualized professional learning. Elementary teachers in TK-5 and middle school social studies teachers in 6-8 were provided training in regards to our new board-adopted curriculum. Elementary teachers in TK-5 and middle school English language arts and mathematics teachers were provided iReady training regarding how to utilize the diagnostic and instruction components of iReady. Teachers in grades TK-8 were invited to participate in a single day Summer Math Institute. The training was provided by grade span: TK-3, 4-5, 6-8 and special education staff. A behavioral-mental health training was provided to all teachers (TK-8) focused on working with students with special needs. Department training was also provided in grades 6-8, targeting specified needs, which included topics such as: Next Generation Science Standards, mathematics, and CPR & First Aid certification. Training for specialized elective teachers was provided through state and local conferences. Ongoing training throughout the year focused on the areas of mathematics, transitioning to NGSS and supporting students with special needs.

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Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2018-19 school year.



Professional Development

Continued from left

The principal provides site-based staff development during monthly staff development meetings based on site need and priorities as determined in the Single Plan for Student Achievement (SPSA). Funding sources include Title II, Educator Effectiveness, and Local Control Funding Formula (LCFF). Other educational opportunities, including conferences and workshops, are afforded to teachers and grade levels/departments based on need. Many teachers improve their skills and knowledge of the curriculum by continuing their education through workshops, conferences and university courses.

Professional Development Days	
Number of school days dedicated to staff development and continuous improvement	
2017-18	4
2018-19	5
2019-20	44



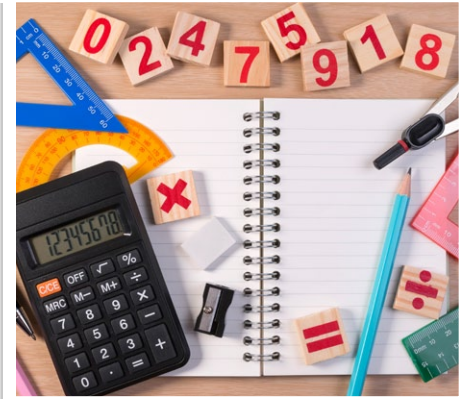
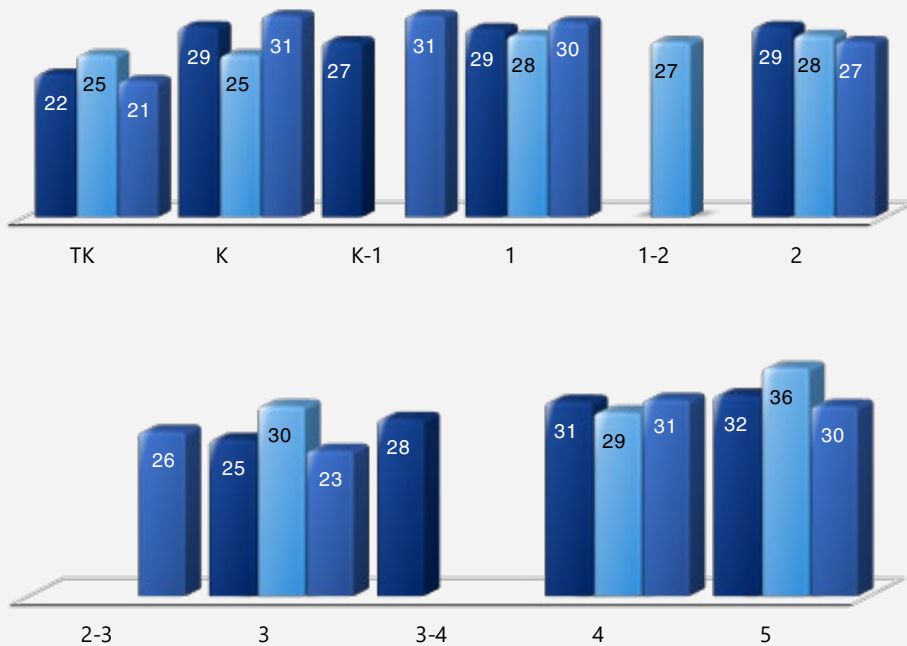
Class Size Distribution

The bar graphs display the three-year data for average class size, and the table displays the three-year data for the number of classrooms by size. The 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.

Average Class Size

Three-Year Data

■ 16-17 ■ 17-18 ■ 18-19



Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates for the most recent three-year period. Note: Students are only counted one time, regardless of the number of suspensions.

Suspension and Expulsion Rates

Creek View ES

	16-17	17-18	18-19
Suspension rates	0.3%	0.0%	0.0%
Expulsion rates	0.0%	0.0%	0.0%

Mountain View SD

	16-17	17-18	18-19
Suspension rates	2.2%	1.9%	1.5%
Expulsion rates	0.0%	0.0%	0.0%

California

	16-17	17-18	18-19
Suspension rates	3.6%	3.5%	3.5%
Expulsion rates	0.1%	0.1%	0.1%

Number of Classrooms by Size

Three-Year Data

	2016-17			2017-18			2018-19		
Grade	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
TK		1			1			1	
K		3			3			2	
K-1		1						1	
1		3			3			2	
1-2					1				
2		3			3			3	
2-3								1	
3		3			3			3	
3-4		1							
4		3			3			3	
5		3				3		3	

"The Creek View learning community has achieved our success through the support of staff, students and parents."





CAASPP Test Results in Science for All Students (grades 5, 8 and high school)

The California Science Test (CAST) was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

Percentage of Students Scoring at Proficient or Advanced					Two-Year Data	
	Creek View ES		Mountain View SD		California	
Subject	17-18	18-19	17-18	18-19	17-18	18-19
Science	✧	✧	✧	✧	✧	✧

CAASPP Test Results in ELA and Mathematics for All Students (grades 3-8 and 11)

The table below shows the percentage of students meeting or exceeding the state standards in English language arts (ELA)/literacy and mathematics.

Percentage of Students Meeting or Exceeding State Standards					Two-Year Data	
	Creek View ES		Mountain View SD		California	
Subject	17-18	18-19	17-18	18-19	17-18	18-19
English language arts/literacy	49%	43%	52%	53%	50%	51%
Mathematics	35%	30%	33%	35%	38%	40%

California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The Fitnessgram is the designated PFT for students in California public schools put forth by the State Board of Education. The PFT measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. The table shows the percentage of students meeting the fitness standards of being in the "healthy fitness zone" for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf.

California Physical Fitness Test		2018-19 School Year
Percentage of Students Meeting Fitness Standards		Creek View ES
		Grade 5
Four of six standards		19.8%
Five of six standards		24.2%
Six of six standards		27.5%

✧ Not applicable.

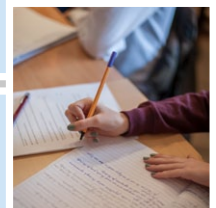
California Assessment of Student Performance and Progress (CAASPP)

For the 2018-19 school year, the CAASPP consists of several key components, including:

California Alternate Assessments (CAA) test includes both ELA/literacy and mathematics in grades 3-8 and 11. The CAA is given to those students with the most significant cognitive disabilities whose current individualized education program (IEP) designates an alternate assessment.

Smarter Balanced Assessments include ELA/literacy and mathematics in grades 3-8 and 11. Smarter Balanced Assessments are designed to measure student progress toward college and career readiness.

The assessments under CAASPP show how well students are doing in relation to the state-adopted content standards. On each of these assessments, student aggregate scores are reported as achievement standards. For more information on the CAASPP assessments, please visit www.cde.ca.gov/ta/tg/ca.



CAASPP by Student Group: English Language Arts and Mathematics

The table on the following page displays the percentage of students that met or exceeded state standards in English language arts/literacy and mathematics for the school by student groups for grades 3-5.

The "percentage 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 CAA divided by the total number of students who participated in both assessments.

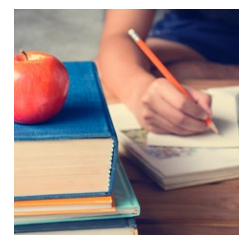
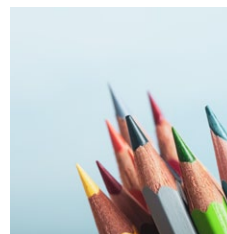
Note: The number of students tested includes all students who participated in the test whether they received a score or not. However, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only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



CAASPP Results by Student Group: English Language Arts (grades 3-5)

Percentage of Students Meeting or Exceeding State Standards					2018-19 School Year
English Language Arts					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	275	269	97.82%	2.18%	42.75%
Male	142	137	96.48%	3.52%	40.88%
Female	133	132	99.25%	0.75%	44.70%
Black or African-American	33	33	100.00%	0.00%	30.30%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	189	185	97.88%	2.12%	41.62%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	31	29	93.55%	6.45%	48.28%
Two or more races	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	154	151	98.05%	1.95%	36.42%
English learners	44	44	100.00%	0.00%	31.82%
Students with disabilities	41	39	95.12%	4.88%	7.69%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

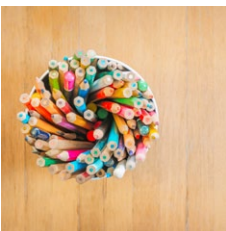




CAASPP Results by Student Group: Mathematics (grades 3-5)

Percentage of Students Meeting or Exceeding State Standards				2018-19 School Year	
Mathematics					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	275	269	97.82%	2.18%	29.74%
Male	142	137	96.48%	3.52%	33.58%
Female	133	132	99.25%	0.75%	25.76%
Black or African-American	33	33	100.00%	0.00%	27.27%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	189	185	97.88%	2.12%	24.32%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	31	29	93.55%	6.45%	37.93%
Two or more races	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	154	151	98.05%	1.95%	24.50%
English learners	44	44	100.00%	0.00%	29.55%
Students with disabilities	41	39	95.12%	4.88%	10.26%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.





Textbooks and Instructional Materials

Mountain View School District sets a high priority upon ensuring sufficient and current textbooks and materials are available to support our school's instructional program and on providing our students with textbooks in the core subject areas.

The district held a public hearing in September 2019, and determined that each school within the district has sufficient, good-quality textbooks and instructional materials pursuant to the settlement of *Eliezer Williams, et al., vs. State of California, et al.* 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. A committee consisting of administrators and teachers establishes selection criteria based on state standards, reviews instructional materials on the state list, and makes recommendations to the board of trustees for final adoption. The district affords stakeholders and staff (including teachers) the opportunity to carefully review the available textbook options.

All textbooks at Creek View are in adequate supply and are in good to excellent condition. The school and district place great emphasis on providing students with the most up-to-date state-adopted textbooks and instructional materials; 100 percent of students in each core subject area possess the necessary textbooks and instructional materials.

The school's library is stocked with more than 19,000 books that are available for students and staff to check out. Two part-time media technicians and one instructional aide assist students on library usage and are available to answer questions.

Integration of technology into the standard curriculum is ongoing at Creek View Elementary School. Students receive computer-assisted instruction on a regular schedule. Software programs, such as iReady, help develop comprehension and reading skills, technological skills, mathematical proficiency, and English-vocabulary development. All of the classrooms at Creek View Elementary School utilize wireless internet connections.

The District's Student Technology Implementation Plan is fully implemented at Creek View. Students in grades TK-2 each have touch screen Chromebooks (1:1). Students in grades 3-5 each have their own Chromebook to use in class (1:1). Students in grades TK-5 also have access to the school's computer lab.

Visual and performing arts are integrated into the regular classroom setting through a variety of activities and instructional practices. All students have access to the appropriate visual and performing arts instructional materials. Students attend local plays and musical performances as they become available. Creek View has taught art through the "Meet the Masters" curriculum since 2008. Students in grades K-5 participate in a minimum of four art projects a year. Each school year, a minimum of two grade levels conduct a performance.

Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

Percentage of Students Lacking Materials by Subject

2019-20 School Year

Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	✧
Foreign language	✧
Health	✧



Textbooks and Instructional Materials List

2019-20 School Year

Subject	Textbook	Adopted
Reading/Language Arts	<i>Journeys</i> , Houghton Mifflin (K-5)	2017
Mathematics	<i>My Math</i> , McGraw-Hill (K-5)	2016
Science	<i>California Science</i> , Harcourt (K-5)	2008
History/Social Science	<i>California History-Social Science: my World Interactive</i> , Pearson Scott Foresman & Prentice Hall (K-5)	2019
Comprehensive Curriculum	<i>Opening the World of Learning</i> , Pearson (TK)	2012
Digital Literacy	Common Sense Education/Digital Citizenship (K-5)	2018

Currency of Textbooks

This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

Currency of Textbooks

2019-20 School Year

Data collection date	9/9/2019
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Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks

2019-20 School Year

Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes
Do all students, including English learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes



School Facility Good Repair Status

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor. At the time of this school facility inspection, no deficiencies were found.

School Facility Good Repair Status	2019-20 School Year
Items Inspected	Repair Status
Systems: Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)	Good
Interior: Interior surfaces (floors, ceilings, walls and window casings)	Good
Cleanliness: Pest/vermin control, overall cleanliness	Good
Electrical: Electrical systems	Good
Restrooms/fountains: Restrooms, sinks and drinking fountains	Good
Safety: Fire safety, emergency systems, hazardous materials	Good
Structural: Structural condition, roofs	Good
External: Windows/doors/gates/fences, playgrounds/school grounds	Good
Overall summary of facility conditions	Exemplary
Date of the most recent school site inspection	9/20/2019
Date of the most recent completion of the inspection form	9/26/2019



"Creek View Elementary School believes cooperation between school and community is imperative and is reflected in our philosophy and school mission statement."



School Facilities

Creek View Elementary School provides a safe, clean environment for students, staff and volunteers. The school is situated on 12.5 acres. School facilities were built in 1985, span 53,000 square feet, and presently include the library, multipurpose room, 16 permanent classrooms, 25 portable classrooms, one computer lab and playground, which are all up-to-date and provide adequate space for students and staff. Modernizations were made in 1987, 1999, 2004 and 2016. A local bond, passed by voters, provides funding for new construction and updating of the facilities at the school. The facility strongly supports teaching and learning through its staff resource room, classrooms and playground space. Teachers and staff monitor arrival and dismissal times and Proctors supervise students during lunch and recess times.

Cleaning Process: A team of three custodians cleans classrooms, restrooms and campus grounds on a daily basis. The Mountain View School District administers a scheduled maintenance program to ensure all classrooms and facilities are well maintained and provide a suitable learning environment.

Maintenance and Repair: District and school maintenance staff make necessary repairs in a prompt and timely manner to keep the school in good working order. We use a work-order process to ensure efficient service and that emergency repairs are given the highest priority.

Major facility maintenance and improvement projects are currently being paid through general obligation (GO) bonds.

Types of Services Funded

In addition to general fund and state funding, Mountain View School District received state and federal categorical funding for the following categorical, special education and support programs:

- Special Education: IDEA Part B, Section 611, Local Assistance Entitlement
- Special Education: Mental Health Services funding
- No Child Left Behind (NCLB): Title II, Part A, Teacher Quality
- NCLB: Title III, Limited English Proficiency (LEP) student program
- Medi-Cal billing
- Lottery: Instructional Materials
- Lottery: Unrestricted
- Low Performing Student Block Grant



Home of the Blue Jays!





Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit www.ctc.ca.gov.

Teacher Credential Information		Three-Year Data		
	Mountain View SD	Creek View ES		
Teachers	19-20	17-18	18-19	19-20
With a full credential	104	23	23	22
Without a full credential	0	1	0	0
Teaching outside subject area of competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note that total teacher misassignments includes the number of teacher misassignments of English learners.

Teacher Misassignments and Vacant Teacher Positions		Three-Year Data		
		Creek View ES		
Teachers		17-18	18-19	19-20
Teacher misassignments of English learners		0	0	0
Total teacher misassignments		0	0	0
Vacant teacher positions		0	0	0



"Creek View Elementary School has a tradition of high expectations for academic achievement and character."

Public 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 first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.



Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Academic Counselors and School Support Staff Data	
2018-19 School Year	
	Ratio
Academic counselors	✧
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	0.25
Library media teacher (librarian)	0.00
Library media services staff (paraprofessional)	1.50
Psychologist	0.50
Social worker	0.00
Nurse	0.25
Speech/language/hearing specialist	1.00
Resource specialist (nonteaching)	1.00





Financial Data

The financial data displayed in this SARC is from the 2017-18 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at 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 www.cde.ca.gov/ds/fd/cs. To look up expenditures and salaries for a specific school district, see the Ed-Data website at www.ed-data.org.

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note: The district salary data does not include benefits.

Salary Data		2017-18 Fiscal Year
	Mountain View SD	Similar Sized District
Beginning teacher salary	\$50,391	\$49,378
Midrange teacher salary	\$84,308	\$77,190
Highest teacher salary	\$100,000	\$96,607
Average elementary school principal salary	\$121,249	\$122,074
Average middle school principal salary	\$122,965	\$126,560
Superintendent salary	\$196,141	\$189,346
Teacher salaries: percentage of budget	37%	36%
Administrative salaries: percentage of budget	6%	6%

Financial Data Comparison

This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison		2017-18 Fiscal Year
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Creek View ES	\$5,572	\$81,495
Mountain View SD	\$8,608	\$85,367
California	\$7,507	\$77,619
School and district: percentage difference	-35.3%	-4.5%
School and California: percentage difference	-25.8%	+5.0%

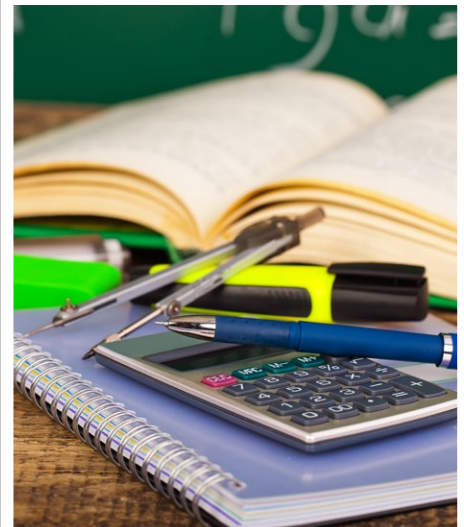
Data for this year's SARC was provided by the California Department of Education and school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at <http://dq.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English learners. Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1.

All data accurate as of December 2019.

School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
2017-18 Fiscal Year	
Total expenditures per pupil	\$6,629
Expenditures per pupil from restricted sources	\$1,056
Expenditures per pupil from unrestricted sources	\$5,572
Annual average teacher salary	\$81,495



Expenditures Per Pupil

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

School Accountability Report Card

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