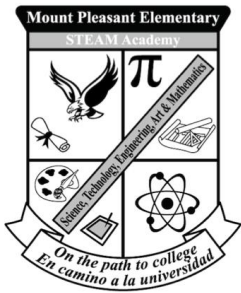


Mount Pleasant Elementary STEAM Academy

14275 Candler Ave. • San Jose, CA 95127-4157 • (408) 223-3702 • Grades K-5

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2015-16 School Accountability Report Card Published During the 2016-17 School Year

Mt. Pleasant Elementary School District

3434 Marten Ave.
San Jose, CA 95148-1300
(408) 223-3710
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District Governing Board

Robert Ramirez

Peter Ortiz

Antonio Perez, Jr.

Betty Martinez

Gail A. Tremaine

District Administration

Mariann Engle
Superintendent

Vision Statement

The vision of Mount Pleasant Elementary is to be a high achieving school and to set students on the path to the university.

Mission Statement

Mount Pleasant Elementary is a diverse and dedicated community of life-long learners. We are committed to the success and empowerment of students by providing access to high quality education, tailored instruction and educational opportunities. We strive to accomplish this in a responsible, safe, respectful and welcoming learning environment where the needs of all students are met and every child learns.

History

Mount Pleasant Elementary School is the oldest school in the Mount Pleasant School District. It first opened its doors as a school house in 1865 and was then relocated in 1915 to the current Moose Lodge on Marten Ave. Our current school on Candler Ave. was built in 1955. Our school is located near the eastern foothills of San Jose. The school is in an ethnically integrated residential community and most students live in single family homes. There are very few commercial establishments and no industry within the district boundaries. Our school is next to Mount Pleasant Park and we have access to well-kept public tennis courts.

Our Team

Mount Pleasant provides classes from transitional kindergarten through fifth grade. The regular staff includes fifteen classroom teachers, one intervention teacher, one STEM teacher, a part time music teacher and an English Language Development Specialist. In addition, the district provides a part-time psychologist, health clerk, speech therapist, and library technician. We also have a full time counselor provided by Foothill Community Health Clinic. Special education personnel at Mount Pleasant includes a resource specialist teacher and an instructional aide. Services provided under the School wide Program includes Local Control Accountability Plan, Gifted and Talented Education (G.A.T.E.), and Title I programs. School wide funding provides additional services to students to improve academic achievement, including a computer lab for enrichment, computer literacy, and word processing. We also have mobile iPad labs and Chromebooks.

Curriculum and Instruction

We have a STEM and music laboratory headed by a science and music teacher. Our students get to experience technology through our computer lab, two mobile labs and four mobile iPad labs. We provide additional academic support to our students through an intervention and English Language Development (ELD) teacher, after school interventions, homework club and supplemental educational services through Reading Partners. We have a full time counselor and a part time family case manager to support our students and families. In addition to comprehensive and thematic lessons in language arts, math, science, and social studies, each student is instructed by our STEM teacher in our modern science and technology laboratory twice a week. In addition, we are piloting with a computer agency that provides coding and website development for our fourth and fifth graders. All students participate in art lessons provided by the San Jose Museum of Art and students in the upper grades receive music lessons once a week in our piano lab.

The school also provides a complete physical education program, as well as after-school clubs and sports like mariachi (violin, guitar, trumpet and voice), Chinese Kenpo Karate, Soccer, Basketball, modern dance and ballet folclorico. Through project-based learning, students tackle a challenging academic curriculum in ways that are engaging, meaningful, and adaptable to a variety of learning styles. Our curriculum is tied to the Common Core State Standards. Report Cards and Progress Reports are provided to parents three times a year. Standardized test results are provided to parents in the summer with a follow-up interpretation of results at the fall parent conference. Student assessment data is gathered every year using standardized test results, benchmark assessments and writing prompt assessments. Surveys of parents and students are collected every year to determine program needs.

Response to Intervention (Rtl)

We identify students at risk through our Rtl process and hold Student Success Team (SST) meetings with their parents, classroom teacher, our intervention teacher, our counselor, principal and psychologist. We determine what the student needs with input from all stakeholders and create a plan to help the student succeed. Our intervention teacher works with our students in need of extra support and after establishing a plan, we meet again to see the outcome of our plan. We also provide after school interventions and Supplemental Educational Services for our students who are not proficient. We also provide support through our partnership with Reading Partners, an agency that trains local volunteers to read with our students twice a week for forty minutes.

After School Program and Clubs

We have the Mount Pleasant After School (MPAS) program that serves over one hundred and ten students from dismissal to 6 p.m. in grades transitional kindergarten to fifth grade. This program provides a homework club, physical activities, enrichment and a sports program. In addition, our teachers open their doors on Wednesdays during recess to host the following clubs: legos, chess, reading, movie, and checkers club. The principal coaches the Chinese Kenpo Karate Club and parents have organized ballet and a ballet folclorico. We have a partnership with the YMCA and they provide soccer coaching. We have a partnership with the School of Arts and Culture at the Mexican Heritage Plaza and our students receive mariachi music lessons in violin, guitar and trumpet.

School Discipline

We are proud of our school and its commitment to quality education. We have high expectations and believe that all children can and will learn. Our discipline is fair, consistent and research based. Our school adopted the BEST Behavior framework to model positive behavior for our students. We promote a sense of school pride in all students by recognizing student achievement and progress. Our curriculum supports our school goals and makes learning transferable to life situations. We will help students develop a positive self-image for their unique talents and respect for others. We provide a learning environment where students can solve problems in a cooperative way and build an acceptance for their own learning and behavior. We model exemplary citizenship so children will have respect for their country and the laws that govern it. We encourage independent learning and a sense of inquiry.

About the SARC

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.

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	82
Grade 1	53
Grade 2	54
Grade 3	64
Grade 4	65
Grade 5	53
Total Enrollment	371

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0
American Indian or Alaska Native	0
Asian	6.5
Filipino	0
Hispanic or Latino	88.4
Native Hawaiian or Pacific Islander	1.9
White	0.5
Two or More Races	1.6
Socioeconomically Disadvantaged	91.6
English Learners	63.1
Students with Disabilities	7.5
Foster Youth	0

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			
Mount Pleasant Elementary STEAM Academy	14-15	15-16	16-17
With Full Credential	18.5	18.25	16.75
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Mt. Pleasant Elementary School District	14-15	15-16	16-17
With Full Credential	♦	♦	128.1
Without Full Credential	♦	♦	10.8
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Mount Pleasant Elementary STEAM Academy	14-15	15-16	16-17
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	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. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers

2015-16 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
Districtwide		
All Schools	100.0	0.0
High-Poverty Schools	100.0	0.0
Low-Poverty Schools	0.0	0.0

* 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)

Our school piloted in 2015-2016 a new math curriculum and Eureka Math was selected for the 2016-2017 school year. During this year we are piloting various English Language Arts programs.

Textbooks and Instructional Materials Year and month in which data were collected: October 2016	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	MacMillan/McGraw-Hill: Treasures for grades K-5, adopted 2010 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Eureka Great Minds grades K-5, adopted 2016 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	MacMillan/McGraw-Hill California Science for grades K-5, adopted 2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Macmillan/McGraw-Hill, California Vistas; for grades K-5, adopted 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

School Facility Conditions and Planned Improvements (Most Recent Year)

A safe and orderly environment is one of the top priorities of Mount Pleasant School. Through the efforts of the school custodians and Maintenance Department, the campus is kept safe and clean and projects an image of order. A climate for learning is maintained by an efficient use of time and resources. Personnel are effectively used and are specialized in their function. Interruptions and superfluous matters are kept to a minimum. Rules, discipline standards, and expectations are clear and consistent. Degree to which school buildings and grounds provide adequate space for teaching and learning (classroom space, playground space, staff space). Suitability of the facility as a learning environment including, but not limited to: cleanliness, building condition, lighting, heating and cooling systems, noise negation, condition of the school's fire alarm system, and the condition of the school's technology infrastructure Although Mount Pleasant Elementary School is the oldest school in the district, it has been maintained and updated on a regular basis.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: September 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			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
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

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	28	42	31	42	44	48
Math	24	32	21	29	34	36

* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	54	50	92.6	48.0
Male	32	31	96.9	41.9
Female	22	19	86.4	57.9
Hispanic or Latino	48	44	91.7	45.5
Socioeconomically Disadvantaged	51	47	92.2	44.7
English Learners	28	25	89.3	32.0

* 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. 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 Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	23	47	48	55	44	53	60	56	54

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

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6

* 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.

**School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	66	64	97.0	35.9
	4	66	64	97.0	50.0
	5	54	51	94.4	41.2
Male	3	35	34	97.1	44.1
	4	31	31	100.0	58.1
	5	32	31	96.9	29.0
Female	3	31	30	96.8	26.7
	4	35	33	94.3	42.4
	5	22	20	90.9	60.0
Asian	3	--	--	--	--
	4	11	10	90.9	80.0
	5	--	--	--	--
Hispanic or Latino	3	62	61	98.4	36.1
	4	52	51	98.1	43.1
	5	48	45	93.8	35.6
Native Hawaiian or Pacific Islander	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
White	4	--	--	--	--
Socioeconomically Disadvantaged	3	62	60	96.8	33.3
	4	60	58	96.7	50.0
	5	51	48	94.1	39.6
English Learners	3	43	41	95.3	24.4
	4	33	32	97.0	21.9
	5	28	25	89.3	36.0
Students with Disabilities	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Students Receiving Migrant Education Services	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--

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. 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.

School Year 2015-16 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven					
Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	66	64	97.0	35.9
	4	66	64	97.0	42.2
	5	54	51	94.4	15.7
Male	3	35	34	97.1	47.1
	4	31	31	100.0	45.2
	5	32	30	93.8	20.0
Female	3	31	30	96.8	23.3
	4	35	33	94.3	39.4
	5	22	21	95.5	9.5
Asian	3	--	--	--	--
	4	11	10	90.9	80.0
	5	--	--	--	--
Hispanic or Latino	3	62	61	98.4	36.1
	4	52	51	98.1	35.3
	5	48	45	93.8	15.6
Native Hawaiian or Pacific Islander	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
White	4	--	--	--	--
Socioeconomically Disadvantaged	3	62	60	96.8	33.3
	4	60	58	96.7	41.4
	5	51	48	94.1	12.5
English Learners	3	43	41	95.3	29.3
	4	33	32	97.0	21.9
	5	28	25	89.3	8.0
Students with Disabilities	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Students Receiving Migrant Education Services	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--

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. 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.

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: Addie Meza, PTO President

Contact Phone No. 408 - 532-3516

Parent involvement is a high priority at Mount Pleasant Elementary School. Processes and procedures are in place that provide opportunities for parents to give input and receive information about their child's education. We have a Parent Teacher Organization (PTO) that organizes fundraising activities which generate funds for educational field trips, special class projects, equipment for the school, and rewards and incentives for students. The School Site Council meets on the first Wednesday of the month at 5 p.m. to oversee the School Plan. Parents are encouraged to help in the classrooms, chaperon on field trips, and help with special class or school projects and activities. The parents of English Language Learners participate in the English Language Advisory Committee (ELAC). Our parents participate in the District Parent Advisory Committee through representative members of the School Site Council. All parent presidents of the various school organizations are invited to attend the District Advisory and Superintendents Advisory Committee. We also work closely with the District 5 Council member to address community and safety events. You can also visit our Facebook page to see pictures and videos of previous events. Visit us at: www.facebook.com/MPSTEAMACADEMY.

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.

School Safety Plan

The Safe School Plan was written by a representative group of stakeholders, including school staff and community members in consultation with law enforcement, to address the safety concerns identified by students, staff and the community at the four elementary school sites in the district. This plan was updated during the months of January and February in 2014 and approved by our School Site Council on June 2014.

The following areas were identified as safety concerns: student attendance and suspensions. School climate incorporates issues related to character education, student refusal skills and student resiliency.

Our school incorporates the Positive Behavior Intervention Support System (PBIS) through the BEST program, which allows students to model positive behavior and be recognized for it. We have received training on PBIS and have a BEST team to analyze student behavior data.

Our school has adopted the BEST Behavior Program where three essential rules are followed: Be Safe, Be Responsible, and Be Respectful. When students are found breaking one of these rules, he or she is given time to think about his or her action and then asked what the best behavior should have been. Students receive incentives based on positive behavior like our school's eagle dollars which in turn can be exchanged for prizes at the eagle store. In addition to BEST, we also teach character development through our PeaceBuilder Pledge recited everyday and reinforced through our student of the month citizenship award. Students are also recognized by a monthly incentives program for students who have demonstrated the 3 B's in their school behavior.

Suspensions and Expulsions

School	2013-14	2014-15	2015-16
Suspensions Rate	4.8	2.3	3.7
Expulsions Rate	0.0	0.0	0.0
District	2013-14	2014-15	2015-16
Suspensions Rate	3.2	3.4	3.6
Expulsions Rate	0.0	0.2	0.0
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
Expulsions Rate	0.1	0.1	0.1

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.

2016-17 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2009-2010	2008-2009
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	2	
Percent of Schools Currently in Program Improvement	100.0	

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	.2
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0.5
Psychologist	0.4
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	0.4
Resource Specialist	0
Other	0
Average Number of Students per Staff Member	
Academic Counselor	0

* 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.

Average Class Size and Class Size Distribution (Elementary)

Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
K	22	21	21	1			3	3	4			
1	23	22	22				3	2	3			
2	20	24	24	2			1	2	2			
3	29	24	24				2	3	3			
4	27	27	27				2	2	2			
5	25	26	26				2	2	2			

Professional Development provided for Teachers

The Mt. Pleasant School District has consistently focused their staff development efforts to address the needs of the students and teachers to increase student achievement, address the Social Emotional needs of the students, and support teachers to use Cultural Relevant Instruction and behavior strategies to engage students academically.

Below are examples of the professional development that the district and school have provided in the past three years:

Fall of 2014-15

- >Two-day training on culturally responsive classroom management by Dr. Hollie.
- >MPESD presented a series of workshops for third-fifth grade teachers to build an understanding of the instructional shifts in Mathematics and instructional strategies to demonstrate, model, and assess the instructional shifts in the classroom. The training consisted of seven, two-hour sessions.
- >Guided Language Acquisition Design (GLAD) -workshop will provide a review of the GLAD strategies to provide access to English

Learners for the demands of the Common Core Standards. The training will consist of six, two-hour sessions.

****Summer of 2015****

>All K-5 teachers received training on implementing Google Classroom.

>Teachers who piloted the new math curriculum received 3-days of training; they also received follow-up training during the school year.

>All teachers in Kindergarten through Fifth grade and SDC teachers in sixth to eighth grade received summer and fall training on the implementation of a new common core computer adapted math program named Sokikom.

****Fall of 2015-16****

>Provided training with Dr. Hollie on culturally responsive classroom management and instruction. The work with Dr. Hollie and his team included coaching teams of teachers at the school site to improve instructional practices to meet the diverse cultural and social needs of all students.

>Our Assistant Superintendent of Instruction has worked with the Principal on PD connected to the CAASPP results and planning with our third through fifth-grade teachers.

>K-2 grade teachers have continued to receive Professional Development with Daily 5 reading and writing instruction, Fountas & Pinnell Benchmark assessments and the Continuum off Early Literacy, and Guided Reading instruction.

Summer of 2016:

Two-day math training to support teachers with the implementation of a new math adoption, Eureka, Great Minds for Pre-School to fifth grade and College Preparatory Mathematics (CPM) for grades sixth through eighth.

Provided differentiated Staff Development for all grades, the following staff development opportunities were available to teachers, teachers registered according to their grade level and professional needs:

- Daily 5-Daily 5 is a literacy structure that allows for differentiation. Teachers use the five literacy tasks and classroom management system to build independence, allowing teachers the opportunity to provide one-on-one or small group instruction.
- CAFÉ -CAFÉ is a system for integrating daily formative assessments in daily reading using CAFÉ. CAFÉ is an acronym for Comprehension, Accuracy, Fluency, and Expanding vocabulary.
- ELD (Designated and Integrated) and the use of the new ELA/ELD Framework
- Project Based Learning (PBL),
- Social Emotional/Restorative Practices, and
- Guided Reading Instruction – Implemented in K-2nd grade. Teachers provide differentiated Guided Reading instruction daily at the student’s instructional level.

****On Going****

>Our teachers have collaboration time once a month where they meet for the entire day and apply the cycle of inquiry and work on their project-based learning units. Also, teachers have professional learning communities and come together to analyze and adjust instruction based on their students' data.

>Teacher Induction: In Partnership with the Silicon Valley New Teacher Center, the district assists new teachers to clear their teaching credential. Teachers receive staff development and mentor support from a credentialed teacher on special assignment to master the standards for the teacher professions and complete all requirements of the induction program.

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$50,570	\$44,507
Mid-Range Teacher Salary	\$69,977	\$68,910
Highest Teacher Salary	\$97,937	\$88,330
Average Principal Salary (ES)	\$115,672	\$111,481
Average Principal Salary (MS)	\$118,592	\$115,435
Average Principal Salary (HS)		\$113,414
Superintendent Salary	\$161,710	\$169,821
Percent of District Budget		
Teacher Salaries	37%	39%
Administrative Salaries	9%	6%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	10,161	2,768	7,393	71,390
District	♦	♦	7,104	68,542
State	♦	♦	\$5,677	\$71,610
Percent Difference: School Site/District			4.1	4.2
Percent Difference: School Site/ State			30.2	-0.3

* Cells with ♦ do not require data.

Types of Services Funded

During the 2015-2016 school year we provided after school supplemental education services through an agency called Tutorworks for students who were not on grade level. In addition, PreK-third grade students learned art with professional artists from San Jose Museum of Arts as part of our turnaround STEAM program to address our PI status.

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.