

# Mount Pleasant Elementary STEAM Academy

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

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## 2013-14 School Accountability Report Card Published During the 2014-15 School Year

### **Mt. Pleasant Elementary School District**

3434 Marten Ave.  
San Jose, CA 95148-1300  
(408) 223-3710  
www.mpesd.org

### **District Governing Board**

Robert Ramirez

Nancy F. Hopkins

Darell Koide

Betty Martinez

Gail A. Tremaine

### **District Administration**

Mariann Engle  
Superintendent

### **School Description**

#### 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 diversified 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 open 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 teachers, one intervention teacher, one science teacher and 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 and an instructional aide. Services provided under the Schoolwide Program includes School Improvement, Gifted and Talented Education (G.A.T.E.), and Title I programs. Schoolwide 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 science and music laboratory headed by a science and music teacher. Our students get to experience technology through our computer lab, two mobile labs and three 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 TutorWorks. 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 science teacher in our modern science and technology laboratories twice a week. All students participate in art lessons provided by various local art agencies and students in the upper grades receive music lessons once a week.

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 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 (RtI)**

We identify students at risk through our RtI 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 stake-holders and create a plan to help the student succeed. Our intervention teacher works with our students in need of extra support and after a given time of support, 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. Last year we worked with a State-approved agency called TutorWorks. 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 students from dismissal to 6 p.m. in grades 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 a ballet folclorico. We have a partnership with the YMCA and they provide soccer and basketball coaching. We have a partnership with the School of Arts and Culture at the Mexican Heritage Plaza and 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**

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in 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/>.
- View this SARC online at the school and/or LEA Web sites.
- 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 and community members should contact the school at (408) 223-3702.

2013-14 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kinder.	66
Gr. 1	68
Gr. 2	60
Gr. 3	57
Gr. 4	53
Gr. 5	50
<b>Total</b>	<b>354</b>

### 2013-14 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.6
American Indian or Alaska Native	0.3
Asian	7.3
Filipino	0.8
Hispanic or Latino	83.1
Native Hawaiian/Pacific Islander	0.8
White	0.8
Two or More Races	0.3
Socioeconomically Disadvantaged	85.0
English Learners	69.2
Students with Disabilities	7.9

### 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	12-13	13-14	14-15
Fully Credentialed	14	18.5	18.5
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Mt. Pleasant Elementary School District	12-13	13-14	14-15
Fully Credentialed	◆	◆	128
Without Full Credential	◆	◆	1
Teaching Outside Subject Area of Competence	◆	◆	0

### Core Academic Classes Taught by Highly Qualified Teachers

2013-14 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	100.00	0.00
Districtwide		
All Schools	100.00	0.00
High-Poverty Schools	100.00	0.00
Low-Poverty Schools	0.00	0.00

\* 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.

### Teacher Misassignments and Vacant Teacher Positions at this School

Mount Pleasant Elementary	12-13	13-14	14-15
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.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)**

<b>Textbooks and Instructional Materials</b>	
<b>Year and month in which data were collected: October 2014</b>	
<b>Core Curriculum Area</b>	<b>Textbooks and Instructional Materials/Year of Adoption</b>
<b>Reading/Language Arts</b> The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	MacMillan McGraw Hill for grades K-6
<b>Mathematics</b> The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	MacMillan McGraw Hill for grades K-6
<b>Science</b> The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	MacMillan McGraw Hill for grades K-6
<b>History-Social Science</b> The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	MacMillan McGraw Hill for grades K-6
<b>Foreign Language</b> The textbooks listed are from most recent adoption: Percent of students lacking their own assigned textbook:	
<b>Health</b> The textbooks listed are from most recent adoption: Percent of students lacking their own assigned textbook:	
<b>Visual and Performing Arts</b> The textbooks listed are from most recent adoption: Percent of students lacking their own assigned textbook:	
<b>Science Laboratory Equipment</b> The textbooks listed are from most recent adoption: Percent of students lacking their own assigned textbook:	

**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.

<b>School Facility Good Repair Status (Most Recent Year)</b>				
<b>Year and month in which data were collected: August 2014</b>				
<b>System Inspected</b>	<b>Repair Status</b>			<b>Repair Needed and Action Taken or Planned</b>
	<b>Good</b>	<b>Fair</b>	<b>Poor</b>	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	[X]	[ ]	[ ]	
<b>Interior:</b> Interior Surfaces	[X]	[ ]	[ ]	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	
<b>Electrical:</b> Electrical	[X]	[ ]	[ ]	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	[X]	[ ]	[ ]	

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: August 2014**

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
<b>Safety:</b> Fire Safety, Hazardous Materials	[X]	[ ]	[ ]		
<b>Structural:</b> Structural Damage, Roofs	[X]	[ ]	[ ]		
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[ ]	[ ]		
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>	
	[ ]	[X]	[ ]	[ ]	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

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		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	35	39	24	53	53	55	60	59	60

\* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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.

STAR 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		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	40	42	36	45	50	47	54	56	55
Math	51	51	47	51	51	47	49	50	50
HSS				32	38	35	48	49	49

\* STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks - Three-Year Comparison			
API Rank	2010-11	2011-12	2012-13
Statewide	2	2	2
Similar Schools	4	3	5

\* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	18.4	30.6	20.4

\* 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.

2013-14 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	55
All Student at the School	24
Male	19
Female	29
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	22
Native Hawaiian/Pacific Islander	
White	
Two or More Races	
Socioeconomically Disadvantaged	19
English Learners	13
Students with Disabilities	
Students Receiving Migrant Education Services	

\* CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. 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.

API Growth by Student Group – Three-Year Comparison			
Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	30	-3	-14
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	36	-4	-19
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	32	-3	-15
English Learners	29	6	-31
Students with Disabilities			

\* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information

## 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

Contact Person: Miguel 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 parents are invited to attend the District Advisory and Superintendents Advisory Committee. We also work closely with the Park Pleasant Neighborhood Association to address community and safety events.

### 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 2013.

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	11-12	12-13	13-14
Suspensions Rate	3.7	5.9	4.8
Expulsions Rate	0.0	0.0	0.0
District	11-12	12-13	13-14
Suspensions Rate	5.2	3.4	3.2
Expulsions Rate	0.1	0.1	0.0
State	11-12	12-13	13-14
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

\* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

## 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.

2013-14 Adequate Yearly Progress Overall and by Criteria		
AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		
Met API Criteria		

2014-15 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	

\* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0.5
Psychologist	0.5
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	0.5
Resource Specialist	0
Other	0.375
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												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	12	13	14	12	13	14	12	13	14	12	13	14
Kinder.	25.7	24	22	0	1	1	3	2	2	0		
Gr. 1	21.7	20	23	3	1		0	3	3	0		
Gr. 2	28	20	20	0	1	2	2	2	1	0		
Gr. 3	31.5	27	29	0			2	2	2	0		
Gr. 4	26.7	30	27	0			3	2	2	0		
Gr. 5	29.5	27	25	0			2	2	2	0		

\* 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.

FY 2012-13 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,097	\$41,535
Mid-Range Teacher Salary	\$72,090	\$64,101
Highest Teacher Salary	\$95,084	\$82,044
Average Principal Salary (ES)	\$116,759	\$104,336
Average Principal Salary (MS)	\$115,138	\$107,911
Average Principal Salary (HS)	\$0	\$102,488
Superintendent Salary	\$157,000	\$155,309
Percent of District Budget		
Teacher Salaries	40	41
Administrative Salaries	10	6

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$6,771	\$2,120	\$4,650	\$71,899
District	♦	♦	\$5,725	\$64,398
State	♦	♦	\$4,690	\$69,435
Percent Difference: School Site/District			-18.8	11.6
Percent Difference: School Site/ State			-0.9	3.5



## Types of Services Funded at Mount Pleasant Elementary STEAM Academy

Not applicable

### Professional Development provided for Teachers at Mount Pleasant Elementary STEAM Academy

During the summer of 2014 all K-5 teachers received a three day training on project-based learning provided by the Buck Institute. We also had a two-day training on literacy development for our K-2 grade teachers provided by Fountas and Pinnell. Furthermore, our teachers received professional development on Constructing Meaning from E.L. Achieve and a two-day training on culturally responsive classroom management by Dr. Hollie. Staff members who were unable to attend the summer training will receive the training during the school year. MPESD will be presenting a series of workshops for 3-5th grade teachers to build understanding of the instructional shifts in mathematics and instructional strategies to demonstrate, model, and assess the instructional shifts in the classroom. The training will consist of seven, two-hour sessions. Furthermore, we have started Guided Language Acquisition Design (GLAD) -workshop will provide a review of the GLAD strategies to provide access for ELL's to the demands of the Common Core Standards. The training will consist of six, two hour sessions.

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

In 2013 we had a training an understanding the Common Core Standards, Close Reading in the Common Core, Universal Access (Fountain and Pinel), and developing units of studies aligned to Common Core. Teachers also received training in Conscience Classroom Management.

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 credential teacher on special assignment to master the standards for the teacher professions and complete all requirements of the induction program.

2013-14 California High School Exit Examination Grade Ten Results by Student Group

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA						
All Students at the School						
Male						
Female						
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino						
Native Hawaiian/Pacific Islander						
White						
Two or More Races						
Socioeconomically Disadvantaged						
English Learners						
Students with Disabilities						
Students Receiving Migrant Education Services						

\* 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.

**CAHSEE Results for All Students - Three-Year Comparison  
Percent of Students Scoring at Proficient or Advanced**

Mount Pleasant Elementary STEAM	2011-12	2012-13	2013-14
English-Language Arts			
Mathematics			
Mt. Pleasant Elementary School	2011-12	2012-13	2013-14
English-Language Arts			
Mathematics			
California	2011-12	2012-13	2013-14
English-Language Arts	56	57	56
Mathematics	58	60	62

\* 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.

**Completion of High School Graduation Requirements**

Group	Graduating Class of 2013		
	School	District	State
All Students			
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

**Dropout Rate and Graduation Rate**

Mount Pleasant Elementary STEAM	2010-11	2011-12	2012-13
Dropout Rate (1-year)			
Graduation Rate			
Mt. Pleasant Elementary School	2010-11	2011-12	2012-13
Dropout Rate (1-year)			
Graduation Rate			
California	2010-11	2011-12	2012-13
Dropout Rate (1-year)			
Graduation Rate			

**2013-14 Advanced Placement Courses**

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		◆
English		◆
Fine and Performing Arts		◆
Foreign Language		◆
Mathematics		◆
Science		◆
Social Science		◆
All courses		

\* Where there are student course enrollments.

**Courses for University of California (UC)  
and/or California State University (CSU) Admission**

UC/CSU Course Measure	Percent
2013-14 Enrollment in Courses Required for UC/CSU Admission	0.00
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	

**Career Technical Education Participation**

Measure	CTE Program Participation
Number of pupils participating in CTE	
% of pupils completing a CTE program and earning a high school diploma	
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	

**Career Technical Education Programs**