

Mount Pleasant Elementary School

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

Jose Gonzalez, Principal

jgonzalez@mpesd.org

2012-13 School Accountability Report Card Published During the 2013-14 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

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. All data are reported for the 2012-13 school-year, unless otherwise indicated. For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at www.cde.ca.gov/ta/ac/sa/. For additional information about this school, please contact the school administration at (408) 223-3702.

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 to be 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 dwellings. 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 Center. Special education personnel at Mount Pleasant includes a resource specialist and 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.

Curriculum and Instruction

We have a new science and music laboratory headed by a STEAM and music teacher. Our students get to experience technology through our computer lab and 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 counselors and a 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 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. The school also provides a complete physical education program, as well as after-school clubs and sports. 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 and perceptions.

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 stakeholders and create a plan to help the student succeed. Our intervention teacher works with our students in need of extra support and after weeks 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 Karate Club and parents have organized a soccer and mariachi music club.

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 for now and in the future. 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.

Opportunities for Parental Involvement

Contact Person: Renee Solorio, PTO President

Contact Phone No. 408 - 223 - 3702

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 6 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.

Student Enrollment by Grade Level	
Grade Level	Number of Students
Kinder.	72
Gr. 1	74
Gr. 2	63
Gr. 3	55
Gr. 4	59
Gr. 5	54
Gr. 6	4
Total	381

Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.3
American Indian or Alaska Native	0.3
Asian	6.8
Filipino	1.6
Hispanic or Latino	84.0
Native Hawaiian/Pacific Islander	1.0
White	1.3
Two or More Races	0.0
Socioeconomically Disadvantaged	84.3
English Learners	69.3
Students with Disabilities	12.6

School Safety Plan

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the 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 2013 and approved by our School Site Council on June 5, 2013.

The following areas were identified as safety concerns: student attendance, school climate, student safety to and from school, and physical environment. 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 PeaceBuilders Pledge recited every day 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.

Average Class Size and Class Size Distribution												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Year	11	12	13	11	12	13	11	12	13	11	12	13
Kinder.	23.7	25.7	24	0	0	1	3	3	2	0	0	
Gr. 1	23.3	21.7	20	0	3	1	3	0	3	0	0	
Gr. 2	22.3	28	20	2	0	1	1	2	2	0	0	
Gr. 3	24.7	31.5	27	0	0		3	2	2	0	0	
Gr. 4	27	26.7	30	0	0		3	3	2	0	0	
Gr. 5	26.3	29.5	27	0	0		3	2	2	0	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, English, Math, Science and Social Science (SS), rather than grade level.

Suspensions and Expulsions			
Schoolwide	10-11	11-12	12-13
Suspensions Rate	6.92	0.07	0.16
Expulsions Rate	0.67	0	0
Districtwide	10-11	11-12	12-13
Suspensions Rate	15.04	0.104	0.10
Expulsions Rate	0.42	0.002	0.002

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

School Facility Conditions and Planned Improvements (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

Year and month in which data were collected: August 2013

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				
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]	[]	[]

Teacher Credentials			
Schoolwide	10-11	11-12	12-13
Fully Credentialed	21	18	14
Without Full Credential	0	0	0
Teaching Outside Subject Area	0	0	0
Districtwide	10-11	11-12	12-13
Fully Credentialed	♦	♦	105
Without Full Credential	♦	♦	2

Teacher Misassignments and Vacant Teacher Positions at this School			
Schoolwide	11-12	12-13	13-14
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.

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period.

During the summer of 2011 all K-5 staff were invited to three days of AB 372 reading training for MacMillan McGraw Hill Treasures Reading Series. Additional training was offered during the school year. Staff members who were unable to attend the summer training will receive the training during the school year. The 6-8 grade staff received reading training for the implementation of Glencoe-MacMillan McGraw Hill during the summer of 2012.

Our teachers began the cycle of inquiry in order to create interventions for those students not meeting our district and State goals. Furthermore, our school district has facilitated Professional Learning Communities where our teachers can collaborate with teachers from other schools and look at ways to improve their profession. The SCCOE is offering additional training to teachers to facilitate PLCs. The District has provided staff development regarding Common Core Standards (CCS), technology to support CCS and continuing the training in PLC facilitation and data review to drive instruction.

In 2012 the district provided Anti Bullying training and Technology (AR Training, Powerschool.Websites,School City), In 2012 the staff also received training from Edwin Javius on "Closing the Equity Gap". In 2013 we had understanding the Common Core Standards, Close Reading in the Common Core, Universal Access (Fountain and Pinel), and developing Units of Studies align to Common Core. Teachers also received training in Conscience Classroom Management. Another focus in 2013 is presenting our staff with the new ELD Standards aligned to Common Core.

Core Academic Classes Taught by Highly Qualified Teachers

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage at: www.cde.ca.gov/nclb/sr/tq/

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	99.1	0.9
High-Poverty Schools	99.1	0.9
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 25 percent or less in the free and reduced price meals program.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Social/Behavioral or Career Development Counselor	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
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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$6,052.00	\$1,993.00	\$4,059.00	\$74,574.00
District	♦	♦	\$5,468.00	\$65,913
State	♦	♦	\$5,537	\$66,594
Percent Difference: School Site/District			-25.8	13.1
Percent Difference: School Site/ State			-26.7	12.0

* **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.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending webpage at www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: www.ed-data.org.

Teacher and Administrative Salaries (Fiscal Year 2011-12)		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,209	\$41,327
Mid-Range Teacher Salary	\$65,326	\$63,903
Highest Teacher Salary	\$91,427	\$81,573
Average Principal Salary (ES)	\$79,277	\$103,887
Average Principal Salary (MS)	\$109,680	\$107,439
Average Principal Salary (HS)	\$0	\$102,399
Superintendent Salary	\$150,000	\$155,551
Percent of District Budget		
Teacher Salaries	38.7%	40.7%
Administrative Salaries	8.7%	6.2%

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2013-14)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: Oct. 9, 2013

Textbooks and Instructional Materials

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts 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
Mathematics 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
Science 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
History-Social Science 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

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

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics (Math) in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science (H-SS) in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the Percent of Students not tested, see the CDE STAR Results Web site at star.cde.ca.gov.

STAR Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced								
	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
Science	43	35	39	54	52	52	57	60	59
H-SS				32	38	35	48	49	49

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible. 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.

2013 STAR Results by Student Group				
Group	Percent of Students Scoring at Proficient or Advanced			
	ELA	Math	Science	H-SS
All Students in the LEA	47	47	53	35
All Student at the School	36	47	39	
Male	39	50	43	
Female	34	44	33	
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	33	45	35	
Native Hawaiian/Pacific Islander				
White				
Two or More Races				
Socioeconomically Disadvantaged	34	44	35	
English Learners	33	44	33	
Students with Disabilities	32	32		
Students Receiving Migrant Education Services	27	27		

California Physical Fitness Test Results

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the Percent of Students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at www.cde.ca.gov/ta/tg/pf/.

Grade Level	Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	23.1	28.8	21.2

DataQuest

DataQuest is an online data tool located on the CDE DataQuest webpage at dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.