

Mount Pleasant Elementary STEAM Academy

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

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2014-15 School Accountability Report Card Published During the 2015-16 School Year

Mt. Pleasant Elementary School District

3434 Marten Ave.
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(408) 223-3710
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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 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 sixteen 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 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 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. 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 (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 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. 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 and ten 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 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 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 at (408) 223-3702 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	80
Grade 1	50
Grade 2	58
Grade 3	62
Grade 4	53
Grade 5	51
Total Enrollment	354

2014-15 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.6
American Indian or Alaska Native	0.3
Asian	8.5
Filipino	0.3
Hispanic or Latino	81.9
Native Hawaiian or Pacific Islander	2
White	0.6
Two or More Races	0.6
Socioeconomically Disadvantaged	90.1
English Learners	64.1
Students with Disabilities	7.1

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	13-14	14-15	15-16
With Full Credential	18.5	18.5	18.25
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Mt. Pleasant Elementary School District	13-14	14-15	15-16
With Full Credential	♦	♦	122.1
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	1

Teacher Misassignments and Vacant Teacher Positions at this School

Mount Pleasant Elementary STEAM Academy	13-14	14-15	15-16
Teachers of English Learners	0	0	19.05
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

**2014-15 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
High-Poverty Schools	100	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 2015-16)

Textbooks and Instructional Materials Year and month in which data were collected: October 2014	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	MacMillan McGraw Hill for grades K-6 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	MacMillan McGraw Hill for grades K-6 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	MacMillan McGraw Hill for grades K-6 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	MacMillan McGraw Hill for grades K-6 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: August 2015				
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], Science California Standards Tests); 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

2014-15 CAASPP Results for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
ELA	28	31	44
Math	25	21	33

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

CAASPP 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		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	38	23	47	52	55	44	59	60	56

* Results are for 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.

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	36.70	16.30	4.10

* 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.

2014-15 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	44
All Student at the School	47
Male	59
Female	33
Asian	--
Hispanic or Latino	43
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	7
Students with Disabilities	46
Students Receiving Migrant Education Services	--
Foster Youth	--

* 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.

School Year 2014-15 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 Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	68	64	94.1	36	36	23	5
	4	55	54	98.2	52	19	19	11
	5	53	51	96.2	35	37	22	6
Male	3		28	41.2	36	32	29	4
	4		34	61.8	56	15	21	9
	5		29	54.7	38	28	31	3
Female	3		36	52.9	36	39	19	6
	4		20	36.4	45	25	15	15
	5		22	41.5	32	50	9	9
Black or African American	3		1	1.5	--	--	--	--
Asian	3		5	7.4	--	--	--	--
	4		5	9.1	--	--	--	--
	5		3	5.7	--	--	--	--

School Year 2014-15 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 Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Filipino	4		0	0.0	--	--	--	--
Hispanic or Latino	3		55	80.9	40	36	18	5
	4		48	87.3	56	17	19	8
	5		47	88.7	38	40	19	2
Native Hawaiian or Pacific Islander	3		1	1.5	--	--	--	--
	4		1	1.8	--	--	--	--
White	3		1	1.5	--	--	--	--
Two or More Races	5		1	1.9	--	--	--	--
Socioeconomically Disadvantaged	3		57	83.8	33	39	25	4
	4		48	87.3	50	21	19	10
	5		48	90.6	35	40	19	6
English Learners	3		46	67.6	39	33	22	7
	4		33	60.0	52	24	21	3
	5		16	30.2	75	25	0	0
Students with Disabilities	3		5	7.4	--	--	--	--
	4		6	10.9	--	--	--	--
	5		6	11.3	--	--	--	--
Students Receiving Migrant Education Services	3		2	2.9	--	--	--	--
	4		2	3.6	--	--	--	--
	5		2	3.8	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

School Year 2014-15 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 Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	68	65	95.6	32	32	28	8
	4	55	55	100.0	38	38	22	2
	5	53	51	96.2	49	39	8	4
Male	3		28	41.2	32	25	32	11
	4		35	63.6	34	43	20	3
	5		29	54.7	34	52	7	7

School Year 2014-15 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 Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Female	3		37	54.4	32	38	24	5
	4		20	36.4	45	30	25	0
	5		22	41.5	68	23	9	0
Black or African American	3		1	1.5	--	--	--	--
Asian	3		6	8.8	--	--	--	--
	4		5	9.1	--	--	--	--
	5		3	5.7	--	--	--	--
Filipino	4		1	1.8	--	--	--	--
Hispanic or Latino	3		55	80.9	35	33	25	7
	4		48	87.3	38	42	21	0
	5		47	88.7	53	43	4	0
Native Hawaiian or Pacific Islander	3		1	1.5	--	--	--	--
	4		1	1.8	--	--	--	--
White	3		1	1.5	--	--	--	--
Two or More Races	5		1	1.9	--	--	--	--
Socioeconomically Disadvantaged	3		58	85.3	28	36	29	7
	4		49	89.1	39	39	20	2
	5		48	90.6	50	40	6	4
English Learners	3		47	69.1	34	26	32	9
	4		33	60.0	39	48	12	0
	5		16	30.2	81	19	0	0
Students with Disabilities	3		5	7.4	--	--	--	--
	4		6	10.9	--	--	--	--
	5		6	11.3	--	--	--	--
Students Receiving Migrant Education Services	3		2	2.9	--	--	--	--
	4		2	3.6	--	--	--	--
	5		2	3.8	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--

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 students that did not receive a score; 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 students with 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

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 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 Councilmember 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	2012-13	2013-14	2014-15
Suspensions Rate	5.88	4.83	2.27
Expulsions Rate	0.00	0.00	0.00
District	2012-13	2013-14	2014-15
Suspensions Rate	3.37	3.19	3.39
Expulsions Rate	0.11	0.00	0.19
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

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.

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	School	District	State
English Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	Yes	Yes
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	N/A	Yes

2015-16 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	40.0	

Average Class Size and Class Size Distribution (Elementary)												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
K	26	22	21		1		3	2	4			
1	25	23	22				2	3	3			
2	28	20	24		2		3	1	2			
3	27	29	24				2	2	3			
4	30	27	27				2	2	2			
5	27	25	26				2	2	2			

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	0.8
Other	2
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.

Professional Development provided for Teachers

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

During the summer of 2014

>K-8 teachers received a three day training on project-based learning provided by the Buck Institute.

>Three-day training on Early Literacy Intervention for SDC, Resource teachers and New Intervention Teachers. Teachers Received training on The Continuum of Literacy Learning, and the implementation of the Level Literacy Intervention from Fountas & Pinnell.

> Two- Day training for K-2 grade teachers on The Continuum of Literacy Learning and Guided reading to provide differentiated instruction.

>Started a five-day training on Constructing Meaning from E.L. Achieve, the training will focus on understanding the Common Core Standards, identifying the language demands for ELL's and planning focus lessons to support access to the rigorous demands of the standards.

****Fall of 2014-15****

- >Two-day training on culturally responsive classroom management by Dr. Hollie.
- >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.
- >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.

****Summer of 2015****

- >All K-5 teachers received training on implementing google classroom.
- >Teachers who are piloting the new math curriculum received 3-days of training and continue to receive additional training during the year year.
- >All teachers received summer and fall training on the implementation of a new common core computer math program called Sokikom.

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

- >We have continued training with Dr. Hollie on culturally responsive classroom management and instruction, and will be working closely with his team at our site. They will be coaching the teachers as they progress with their instructional practices to meet the needs of all of our students.
- >K-2 grade teachers have continued to receive Professional Development with Daily 5 reading and writing instruction and continued training with Fountas & Pinnell reading instruction.

****On Going****

- >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.
- >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.
- >Three teachers at Mount Pleasant are participants of a County Office of Education cohort focused on digital storytelling. This is a two-year program and have had the experience of visiting movie studios, graphic novel publishing houses, training on the use of green screens.
- >Three teachers at Mount Pleasant are members of the Technology cohort and have received iPad carts and smart boards with monthly training for the last two years.

FY 2013-14 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,097	\$42,723
Mid-Range Teacher Salary	\$67,939	\$65,936
Highest Teacher Salary	\$95,084	\$84,545
Average Principal Salary (ES)	\$110,682	\$106,864
Average Principal Salary (MS)	\$111,898	\$110,494
Average Principal Salary (HS)		\$103,499
Superintendent Salary	\$156,000	\$159,133
Percent of District Budget		
Teacher Salaries	37%	40%
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 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$10,547	\$2,713	\$7,834	\$73,080
District	◆	◆	\$6,719	\$68,409
State	◆	◆	\$5,348	\$69,086
Percent Difference: School Site/District			16.6	6.8
Percent Difference: School Site/ State			46.5	5.8

* Cells with ◆ do not require data.

Types of Services Funded

Not applicable

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, the county, and the state. 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.