



Robert Sanders Elementary School

3411 Rocky Mountain Dr. • San Jose, CA 95127-4853 • 408-258-7288 • Grades K-5

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2016-17 School Accountability Report Card Published During the 2017-18 School Year

Mt. Pleasant Elementary School District

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District Governing Board

Robert Ramirez

Peter Ortiz

Antonio Perez, Jr.

Betty Martinez

Gail A. Tremaine

District Administration

Mariann Engle
Superintendent

School Description

Robert Sanders Elementary School is situated in a residential community near the east foothills of San Jose. There are 20 classes for students from TK/Kindergarten through fifth grade consisting of both general education and special education classes (Special Day Classes: one K-2, 3-4, 5-6 and a SH-SDC 3rd-6th and a County Office of Education Severely Emotionally Disabled class). In addition, we have a district-wide preschool located on our campus. We have an ethnically diverse student body with an approximate school population of 436 students. The majority of the students are Hispanic and they comprise 81% of the student population.

The staff of Robert Sanders is composed of administrative and office staff, teaching and support staff. The administrative and office staff is composed of the principal, the school secretary, a health clerk a part time Family Case Manager, part-time counselor through Foothill Community Clinic and Alum Rock Counseling Services. Our teaching staff consists of sixteen regular education classroom teachers, four SDC teachers, one Preschool teacher, one Resource Program Specialist, two Speech and Language Teachers, one ELD support Teacher, and one Intervention teacher. The support staff includes school Psychologists, an additional counselor for students with an IEP, Adaptive PE teacher, noon duty supervisors, Food Service workers, two custodians, and 9 Instructional Aides. The paraprofessionals are assigned as follows: one RSP aide, and 6 SDC aides and two assigned to general education classrooms. The staff at Robert Sanders Elementary School strives to educate and inspire our students to become successful members of society by providing challenging opportunities to learn according to individual needs.

Our mission is to create an atmosphere of continuous social and academic growth, where personal responsibility, respect, and effort are valued in a safe, supportive, and motivating community. Our Vision is "All students will grow..."

Curriculum and Instruction: We are in our first year of becoming an Elementary AVID school, where our AVID mission is to close the achievement gap by preparing all students for college readiness and success in a global society. We are implementing strategies and skills beginning in Kindergarten that will prepare our students for academic success, and offer parent academic support so families are connected to their children's learnings.

Our students get to experience technology through our mobile labs. We provide additional academic support to our students through an Intervention teacher and English Language Development (ELD) teacher, after school interventions, and supplemental educational services through state approved agencies. We have counselors and a part time family case manager to support our students and families. Robert Sanders teachers offer comprehensive and thematic lessons in language arts, math, science, and social studies through the use of Project Based Learning. All students participate in art and music provided throughout the year by credentialed teachers, and students in the upper grades are offered music lessons once a week with a credentialed music teacher. 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. All grade levels are participating in our reading curriculum of Fountas and Pinnell, which is a guided reading program where students work at their individual levels through small group reading instruction. Report Cards and Progress Reports are provided to parents three times a year. Standardized test results are provided to parents as soon as the State sends them to the district (CAASPP). Student assessment data is gathered every year using standardized test results and benchmark assessments. We also offer Science Camp for our 5th grade students where they can experience science first-hand by living in the environment, and are able to apply learning from their classroom instruction.

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, counselors, principal and psychologist. We determine what the student needs with input from all stake-holders and create a plan to help the student succeed. All decisions and plans are based on data. Our intervention teacher works with our academic highest at-risk students in need of extra support, and after a given time of support, we meet again to see the outcome of our plan. Some teachers offer after school interventions in both Math and ELA.

After School Program: We have the Mount Pleasant After School (MPAS) program that serves approximately one hundred twenty 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. We also offer Kinder care that runs from 1:25-2:25 at a low cost of \$5 a day.

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, and base everything on three principles: Be Respectful, Be Responsible, and Be Safe. We promote a sense of school pride in all students by recognizing student achievement and progress. We focus on making our school a positive learning environment in order to set the foundation for student achievement.

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.

| 2016-17 Student Enrollment by Group | |
|-------------------------------------|-----------------------------|
| Group | Percent of Total Enrollment |
| Black or African American | 1.3 |
| American Indian or Alaska Native | 0.2 |
| Asian | 11.8 |
| Filipino | 0.7 |
| Hispanic or Latino | 78.6 |
| Native Hawaiian or Pacific Islander | 0.7 |
| White | 2.8 |
| Two or More Races | 2.2 |
| Socioeconomically Disadvantaged | 85.6 |
| English Learners | 60.4 |
| Students with Disabilities | 15.5 |
| Foster Youth | 0.7 |

| 2016-17 Student Enrollment by Grade Level | |
|---|--------------------|
| Grade Level | Number of Students |
| Kindergarten | 82 |
| Grade 1 | 66 |
| Grade 2 | 75 |
| Grade 3 | 66 |
| Grade 4 | 78 |
| Grade 5 | 90 |
| Total Enrollment | 457 |

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (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 | | | |
|--|--------------|--------------|--------------|
| Robert Sanders Elementary School | 15-16 | 16-17 | 17-18 |
| With Full Credential | 23.45 | 21.25 | 22.25 |
| Without Full Credential | 0 | 3 | 0 |
| Teaching Outside Subject Area of Competence | 0 | 0 | 0 |
| Mt. Pleasant Elementary School District | 15-16 | 16-17 | 17-18 |
| With Full Credential | ♦ | ♦ | 103.6 |
| Without Full Credential | ♦ | ♦ | 10 |
| Teaching Outside Subject Area of Competence | ♦ | ♦ | 0 |

| Teacher Misassignments and Vacant Teacher Positions at this School | | | |
|--|--------------|--------------|--------------|
| Robert Sanders Elementary School | 15-16 | 16-17 | 17-18 |
| 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 2017-18)

| Textbooks and Instructional Materials Year and month in which data were collected: 9/2017 | |
|--|---|
| Core Curriculum Area | Textbooks and Instructional Materials/Year of Adoption |
| Reading/Language Arts | MacMillan/McGraw-Hill Treasures for grades K-2, adopted 2010 & EL for grades 3-5th The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0 |
| Mathematics | Eureka Great Minds for 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 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 |
| Science Laboratory Equipment | N/A The textbooks listed are from most recent adoption: N/A |

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements (Most Recent Year)

Our classrooms provide adequate space for our students. In addition to classrooms, classes have the use of the library, the community center and our multipurpose room. We have a large playground with a large play structure, basketball courts and tether balls. In addition, we have two baseball diamonds and a large lawn area. We have a small playground structure in a separate Preschool/Kindergarten playground. There are chromebook and iPad carts available for all classrooms. The facility has wireless capability. Every teacher has email. The school has an extensive software collection for student instruction. The central heating and cooling systems maintain a comfortable environment. The campus grounds are expansive and have a generous amount of play areas. Cameras were installed in and around the school building to increase safety.

Robert Sanders had a partnership with SanDisk before they were bought out, and over 100 employees volunteered their time to paint our entire campus last year. We then used donation monies from SanDisk to have child friendly murals placed in our student quad area and front of the campus for school beautification to enhance our learning environment.

Our classrooms were completely remodeled two years ago, to make an updated, inviting, safe, and welcoming environment for our students and families.

| School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 9/2016 | | | | |
|--|------------------|-------------|-------------|---|
| 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 |

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 9/2016

| System Inspected | Repair Status | | | Repair Needed and Action Taken or Planned |
|------------------|---------------|------|------|---|
| | 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

| CAASPP Test Results in Science for All Students | | | | | | |
|---|--|-------|----------|-------|-------|-------|
| Subject | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | |
| | School | | District | | State | |
| | 14-15 | 15-16 | 14-15 | 15-16 | 14-15 | 15-16 |
| Science | 25 | 37 | 44 | 53 | 56 | 54 |

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

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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

| 2016-17 CAASPP Results for All Students | | | | | | |
|---|--|-------|----------|-------|-------|-------|
| Subject | Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11) | | | | | |
| | School | | District | | State | |
| | 15-16 | 16-17 | 15-16 | 16-17 | 15-16 | 16-17 |
| ELA | 35 | 30 | 42 | 37 | 48 | 48 |
| Math | 19 | 25 | 29 | 28 | 36 | 37 |

* 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.

| Grade Level | 2016-17 Percent of Students Meeting Fitness Standards | | |
|-------------|---|--------|--------|
| | 4 of 6 | 5 of 6 | 6 of 6 |
| 5 | 24.5 | 19.1 | 9.6 |

* 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.

| 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 | 75 | 75 | 100.0 | 37.3 |
| Male | 41 | 41 | 100.0 | 43.9 |
| Female | 34 | 34 | 100.0 | 29.4 |
| Hispanic or Latino | 60 | 60 | 100.0 | 35.0 |
| Socioeconomically Disadvantaged | 70 | 70 | 100.0 | 35.7 |
| English Learners | 38 | 38 | 100.0 | 21.1 |
| Students with Disabilities | 22 | 22 | 100.0 | 22.7 |

* 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.

**School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|--------------------------------|
| All Students | 237 | 235 | 99.16 | 30.21 |
| Male | 125 | 123 | 98.4 | 26.02 |
| Female | 112 | 112 | 100 | 34.82 |
| Black or African American | -- | -- | -- | -- |
| Asian | 28 | 28 | 100 | 50 |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 186 | 184 | 98.92 | 25.54 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 209 | 207 | 99.04 | 28.99 |
| English Learners | 165 | 163 | 98.79 | 22.09 |
| Students with Disabilities | 51 | 51 | 100 | 13.73 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- |

Note: 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 (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

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

School Year 2016-17 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|--------------------------------|
| All Students | 237 | 236 | 99.58 | 24.58 |
| Male | 125 | 124 | 99.2 | 26.61 |
| Female | 112 | 112 | 100 | 22.32 |
| Black or African American | -- | -- | -- | -- |
| Asian | 28 | 28 | 100 | 50 |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 186 | 185 | 99.46 | 19.46 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 209 | 208 | 99.52 | 22.12 |
| English Learners | 165 | 164 | 99.39 | 18.29 |
| Students with Disabilities | 51 | 51 | 100 | 9.8 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- |

Note: 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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

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

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (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 2017-18)

Robert Sanders Elementary School is a community school. Throughout the year our doors are open for parent involvement.

Parents are visible on campus, and you will see parents and community members supporting our students and staff daily.

Our PTA is active and meets every month for a formal meeting, and collaborate regularly to discuss upcoming events. They have schoolwide events such as the Pumpkin Patch, the Walk-a-thon, and the End of the Year Carnival, Family Movie and Craft Nights, Science Nights, and family reading nights. We strive to offer activities that allow for families to be involved in our school and their child's education. Parents volunteer during the day in the classrooms, library, on the playground, in the office and on field trips.

We also have an active School Site Council that monitors the Single School Plan and school budgets. We have an active district-wide English Language Advisory Committee, and we meet 4 times a year. At the end of the school year we have a Parent Volunteer Tea to recognize all our volunteers.

The Proud Parenting Program (Triple P) has been available to our families which offers clients two opportunities for support – Case Management and a Parenting Workshop Series. Parents can participate in a ten-session standard model or in an eight-session group format. Triple P is an evidenced-based intervention with youthful parents, ages 14 – 25, involved with the child welfare and/or juvenile justice system.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan

Robert Sanders Elementary School believes in the philosophies behind the Peacebuilder program. We have also incorporated BEST practices (PBIS- Positive Behavior Intervention and Supports), and focus on three overall expectations (Be Respectful, Be Responsible, and Be Safe). Our School provides a safe and engaging learning environment. We have various preventive efforts such as activities that focus on improving our school climate. Students are recognized for good attendance, demonstrating PeaceBuilder/BEST principles, and academic success through out the year.

In order to enhance and compliment our PeaceBuilder program, we also implement the BEST (PBIS) behavior program. A team of administrators, classified and teachers continue to attend the BEST trainings. The BEST team continues to present key ideas to the Leadership Team and the staff. Our district continues to receive ongoing trainings in the Best Behavior Program, a positive behavior program that provides intervention techniques based on research in school discipline. The program addresses schoolwide, common areas, classroom, and individual student intervention. Our staff has worked together to define schoolwide expectations- be respectful, be responsible and be safe. Together we have agreed upon common language to use and have directly taught our students what these expectations are and what they look like for all areas of the school. On going training and implementation will occur through out the next school year.

We have after school programs to provide additional supervision and support for our students. The Mt. Pleasant Afterschool Program (MPAS) enrolls approximately 130 students. This program provides a homework center, enrichment activities, and sports programs.

Robert Sanders provides a safe and engaging learning environment for all of our students. The district installed a 180 degree camera to monitor our campus. Cameras were installed in the front office for added security. The facility is surveyed daily for any safety concerns including graffiti and issues are promptly resolved. Emergency drills are held monthly to ensure students know and can use safety procedures in case of a fire or earthquake. School Lock down drills, where students practice what to do in case of an intruder on campus, are held two times per year.

| Suspensions and Expulsions | | | |
|----------------------------|---------|---------|---------|
| School | 2014-15 | 2015-16 | 2016-17 |
| Suspensions Rate | 0.4 | 0.0 | 1.4 |
| Expulsions Rate | 0.0 | 0.0 | 0.0 |
| District | 2014-15 | 2015-16 | 2016-17 |
| Suspensions Rate | 3.4 | 3.6 | 3.3 |
| Expulsions Rate | 0.2 | 0.0 | 0.0 |
| State | 2014-15 | 2015-16 | 2016-17 |
| Suspensions Rate | 3.8 | 3.7 | 3.6 |
| 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.

| 2017-18 Federal Intervention Program | | |
|---|-----------|-----------|
| Indicator | School | District |
| Program Improvement Status | In PI | In PI |
| First Year of Program Improvement | 2012-2013 | 2008-2009 |
| Year in Program Improvement | Year 2 | Year 3 |
| Number of Schools Currently in Program Improvement | 2 | |
| Percent of Schools Currently in Program Improvement | 100 | |

| 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) | .5 |
| Psychologist | .4 |
| Social Worker | 0 |
| Nurse | 0 |
| Speech/Language/Hearing Specialist | .4 |
| Resource Specialist | 0 |
| Other | |
| Average Number of Students per Staff Member | |
| Academic Counselor | |

* 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+ | | |
| | 2014-15 | 2015-16 | 2016-17 | 2014-15 | 2015-16 | 2016-17 | 2014-15 | 2015-16 | 2016-17 | 2014-15 | 2015-16 | 2016-17 |
| K | 24 | 22 | 20 | | 1 | 3 | 4 | 3 | 1 | | | |
| 1 | 19 | 22 | 21 | 3 | | | | 3 | 3 | | | |
| 2 | 20 | 22 | 24 | 1 | | | 3 | 3 | 3 | | | |
| 3 | 22 | 23 | 20 | | | 2 | 3 | 3 | 1 | | | |
| 4 | 23 | 18 | 29 | 1 | 2 | | 2 | 1 | 2 | | | |
| 5 | 21 | 24 | 21 | 1 | 1 | 2 | 3 | 3 | 3 | | | |
| Other | 7 | 8 | 9 | 1 | 2 | 2 | | | | | | |

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

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.

>Our third-fifth grade teachers have been invited to receive PD through a writing specialist to ensure clear writing intervention support for students two days a week for three months.

>K-2 grade teachers have continued to receive Professional Development with Daily 5 reading and writing instruction, Fountas & Pinnell Benchmark assessments and the Continuum of 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-5th grade. Teachers provide differentiated Guided Reading instruction daily at the student's instructional level.

Professional Staff Development for 2017-18

K -5

Five teachers and the principal attended AVID training to implement AVID Elementary at Robert Sanders.

Seven teachers attended a four-day training (6/26-5/29)

Trainer or training model, these teachers provided a one-day PD (8/16) to the rest of the TK-5th-grade teachers. The goal of the training was to support teachers to improve the implementation of the district's math adoption (Eureka Great Minds).

The district provided two-days (8/17-8/18) of integrated ELD, the goal of the training was to support teachers to identify instructional strategies to provide greater access for English Language Learners to meet the demands of the Common Core Standards in Mathematics.

A series of one-day workshops were provided on 8/16-8/18, the goal of these training was to support the district's purpose of providing differentiated instruction and improve reading proficiency in K-5 grade. Teachers on Special Assignment provided Guided reading training, CAFÉ (Instructional procedures to help students work independently and strengthen literacy skills), CAFÉ (Instructional systems to help teachers set-up structures to provide one-on-one feedback to students, and support student to identify individual goals for improvement). Teachers also do one-on-one or small group mini-lessons to address students' diverse needs.

Teachers in 3-5 grade participated in a two-day training (8/21-8/22), the goal of the training was to learn how to best implement the new English Language Arts Adoption (EL Education). Follow up training will be provided on Jan. 8, 2018.

****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 teaching professions and complete all requirements of the induction program.

| FY 2015-16 Teacher and Administrative Salaries | | |
|--|-----------------|--|
| Category | District Amount | State Average for Districts In Same Category |
| Beginning Teacher Salary | \$52,846 | \$47,034 |
| Mid-Range Teacher Salary | \$73,126 | \$73,126 |
| Highest Teacher Salary | \$102,344 | \$91,838 |
| Average Principal Salary (ES) | \$122,904 | \$116,119 |
| Average Principal Salary (MS) | \$118,834 | \$119,610 |
| Average Principal Salary (HS) | | \$115,194 |
| Superintendent Salary | \$170,868 | \$178,388 |
| Percent of District Budget | | |
| Teacher Salaries | 36% | 37% |
| Administrative Salaries | 9% | 6% |

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

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 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.

| FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries | | | | |
|--|------------------------|------------|--------------|------------------------|
| Level | Expenditures Per Pupil | | | Average Teacher Salary |
| | Total | Restricted | Unrestricted | |
| School Site | 10,801 | 3,516 | 7,284 | 72,202 |
| District | ♦ | ♦ | 8,147 | 73,603 |
| State | ♦ | ♦ | \$6,574 | \$74,194 |
| Percent Difference: School Site/District | | | -10.6 | -1.9 |
| Percent Difference: School Site/ State | | | 10.8 | -2.7 |

* Cells with ♦ do not require data.