



Valle Vista Elementary School

2400 Flint Ave. • San Jose, CA 95148-1719 • 408-238-3525 • Grades K-5

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2018-19 School Accountability Report Card Published During the 2019-20 School Year

Mt. Pleasant Elementary School District

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District Governing Board

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President

Antonio Perez, Jr.
Vice President

Brenda Serrano
Clerk

Betty Martinez
Member

Robert Ramirez
Member

District Administration

Mrs. Mariann Engle
Superintendent

School Description

Valle Vista Elementary, a school situated at the base of the eastern foothills of San Jose, offers an exciting and relevant Common Core-based curriculum in a culturally diverse learning environment.

Valle Vista serves kindergarten through fifth grade General Education students, as well as kindergarten through fifth grade Special Education students. Our dedicated staff includes one principal, one secretary, 13 general education teachers, 3 special education teachers, and one resource teacher. In addition, the district provides a part-time psychologist, health clerk, speech therapist, adaptive PE teacher, and family case manager and a library technician. We also have a half-time counselor provided by Diva Diversity. The support staff includes our noon duties, food services workers, two custodians, and 9 instructional assistants. The paraprofessionals are assigned as follows: 8 Special Day Class aides and 1 Resource aide.

Our Vision: We are committed to developing lifelong learners who strive to reach their personal best in a diverse and changing world.

Curriculum and Instruction: Our qualified and dedicated teachers inspire students through focused instruction based on the district adopted curriculum and the Common Core State Standards. We implement the Eureka Math Common Core Curriculum at all grade levels. This math program challenges students to creatively approach each problem using critical thinking and problem-solving strategies. Our upper grades also teach with the Common Core-based Expeditionary Learning. Expeditionary Learning provides students access to rich literature and novels that are analyzed and critiqued in ways that make meaningful connections to students' lives experiences and interests. 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 and interim assessments.

Over the past two years, Valle Vista has explored and refined the idea of adopting an art integration theme. This investigative process was facilitated by the Art Integration Committee which consists of representatives from administration, staff, students, and the Santa Clara County Office of Education VAPA Coordinator. As we enter our third year, we strive to implement our integration of the arts to cultivate meaningful connections with the curriculum through artistic expression. One way that we support the arts is through our Project Based Learning Units (PBL's). Teachers strive to guide students in the implementation of PBL's that challenge our scholars to address real-world problems with meaningful and imaginative solutions. 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 goal is to facilitate students in developing skills in collaboration, cooperation, critical thinking, and creativity.

Our students get to experience technology through our mobile labs, which consist of either Chromebooks and iPads. Several teachers on staff are part of the Santa Clara County Office of Education Digital Storytelling Cohort, where they learn to instruct our students in creative projects through digital media. We are also the first school in Santa Clara County to ever be awarded the prestigious Walt Disney Family Museum Partnership. This partnership provides instruction from industry professionals in animation. During scheduled after-school sessions, students can participate in our robotics program and coding cadre. They are learning basic physics, mechanics, programming and engineering. Our fifth graders are offered the opportunity to participate each year in Science Camp, a hands-on outdoor education program.

Response to Intervention: We identify students at risk through our RTI process and hold Student Success Team (SST) meetings with their parents, classroom teacher, family case manager, psychologist, intervention teacher, and principal. We work to analyze each student's individual needs with input from all stakeholders and then create a plan to help the student succeed. Our protocol is to set a follow-up meeting to determine the outcome of our plan and strategize next steps. We also provide after-school Math Intervention for third-grade students through Elevate Math and Bay Area Tutors through our after school program.

After School Program: We have the Mount Pleasant After School (MPAS) program that serves over 100 students from dismissal to 6 p.m. in grades kindergarten to fifth grade. This program provides a homework club, physical activities, arts, and enrichment programs. The students have the opportunity to perform in music and drama presentations, compete in athletics with other schools, and participate in other extra-curricular classes such as robotics.

School Behavior Support: We are proud of our school and our commitment to quality education. We have high expectations and believe that all children can learn. Through the PBIS/BEST Framework, we offer students behavior support that is positive, research-based, and restorative in practice. It is founded in the 3B's: Be Responsible, Be Respect and Be Safe. We celebrate student achievement and progress. We have our Valle Vista Monthly Awards to acknowledge excellence and growth. In addition, we have monthly BEST Incentives, where all students participate in a variety of fun and exciting activities. We have a part-time counselor and a part-time family case manager to support our students and families. The school also provides a complete physical education program. Through attendance incentives, both classroom and school-wide, we strive to promote positive student attendance. We focus on making our school a positive learning environment in order to set the foundation for student achievement.

We are committed to developing lifelong learners who strive to reach their personal best in a diverse and changing world.

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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.

2018-19 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Kindergarten | 50 |
| Grade 1 | 52 |
| Grade 2 | 52 |
| Grade 3 | 64 |
| Grade 4 | 61 |
| Grade 5 | 70 |
| Total Enrollment | 349 |

2018-19 Student Enrollment by Group

| Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 3.2 |
| American Indian or Alaska Native | 0.9 |
| Asian | 32.4 |
| Filipino | 0.3 |
| Hispanic or Latino | 50.4 |
| Native Hawaiian or Pacific Islander | 2 |
| White | 4.6 |
| Two or More Races | 3.2 |
| Socioeconomically Disadvantaged | 67.6 |
| English Learners | 41.5 |
| Students with Disabilities | 16.6 |
| Foster Youth | 0.3 |

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 for Valle Vista Elementary | 17-18 | 18-19 | 19-20 |
|--|-------|-------|-------|
| With Full Credential | 16.5 | 16 | 17 |
| Without Full Credential | 2 | 3 | 0 |
| Teaching Outside Subject Area of Competence | 0 | 0 | 0 |

| Teacher Credentials for Mt. Pleasant | 17-18 | 18-19 | 19-20 |
|---|-------|-------|-------|
| With Full Credential | ♦ | ♦ | 91.6 |
| Without Full Credential | ♦ | ♦ | 5 |
| Teaching Outside Subject Area of Competence | ♦ | ♦ | 0 |

Teacher Misassignments and Vacant Teacher Positions at Valle Vista Elementary School

| Indicator | 17-18 | 18-19 | 19-20 |
|-------------------------------|-------|-------|-------|
| Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments* | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 0 | 0 |

* Note: "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 2019-20)

The district adopted instructional materials aligned to the CA content standards. The district used a committee to pilot and adopt the most recent adoptions in English Language Arts in grades TK-5th grade and Mathematics in TK-5th grade. The district is also in the process of reviewing the Science curriculum align to the Next Generation Science Standards; the goal is to identify a curriculum for TK-5 this school year and implement it in the 2020-21 school year. Although the HSS curriculum is from our most recent adoption, the district will review instructional materials for a possible pilot in 2020-21.

At the beginning of the 2019-20 school year, the district had the annual Williams audit from the Santa Clara County Office of Education, there were no findings, and to date, there have been no reported insufficiencies. There are sufficient textbooks and instructional materials for all students.

Textbooks and Instructional Materials

Year and month in which data were collected: January 2020

| Core Curriculum Area | Textbooks and Instructional Materials/Year of Adoption |
|-------------------------------|---|
| Reading/Language Arts | EL Education for grades 3-5th, adopted 2017 Benchmark Advanced for K-2, adopted Spring 2019 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0 |
| Mathematics | Eureka Great Minds for K-5, adopted 2016 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0 |
| Science | MacMillan/McGraw-Hill California Science for grades K-5, adopted 2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0 |
| History-Social Science | Macmillan/McGraw-Hill, California Vistas; for grades K-5, adopted 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0 |

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Valle Vista is an open learning space school. Each pod is divided into five classroom spaces. In addition, there is a preschool pod and a separate set of special day classrooms in four portable building units, each with two classrooms. The open learning space configuration provides a wonderful opportunity for differentiation of student learning and for teacher teaming and collaboration. Each pod has access to mobile computer carts with Chromebooks or Apple iPads. The school is wired with wifi access points to allow for internet access. The central heating and cooling systems maintain a comfortable environment. The campus grounds are expansive and have five separate play areas. Four cameras were installed in the school building (office, library, cafeteria, and A pod hall to monitor the lab) to increase safety. Fencing, interior railing and interior, and exterior lighting contribute to our safe environment. The students, staff, and parents are dedicated to maintaining a clean, safe, attractive and efficient learning environment. New playground structures were added in July 2011. With the passing of Measure L projected projects for Valle Vista done were repaving and striping of the front parking lot, repairing the roof, and new hardware throughout the school for all the doors. The interior of the school was renovated during summer 2014. In 2017, new outdoor lighting was installed. The inside lighting and flooring in the cafeteria were replaced in the summer of 2018.

School Facility Good Repair Status (Most Recent Year)

Year and month in which data were collected: September 2018

| System Inspected | Repair Status | Repair Needed and Action Taken or Planned |
|--|---------------|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | Good | |
| Interior: Interior Surfaces | Good | |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | Good | |
| Electrical: Electrical | Good | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | Good | |
| Safety: Fire Safety, Hazardous Materials | Good | |
| Structural: Structural Damage, Roofs | Good | |

| System Inspected | Repair Status | Repair Needed and Action Taken or Planned |
|--|---------------|---|
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | Good | |
| Overall Rating | Good | |

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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most 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 ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 17-18 | School 18-19 | District 17-18 | District 18-19 | State 17-18 | State 18-19 |
|---------|--------------|--------------|----------------|----------------|-------------|-------------|
| ELA | 27 | 29 | 36 | 38 | 50 | 50 |
| Math | 26 | 28 | 25 | 26 | 38 | 39 |

Note: 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.

Note: ELA and 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.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 17-18 | School 18-19 | District 17-18 | District 18-19 | State 17-18 | State 18-19 |
|---------|--------------|--------------|----------------|----------------|-------------|-------------|
| Science | N/A | N/A | N/A | N/A | N/A | N/A |

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

2018-19 Percent of Students Meeting Fitness Standards

| Grade Level | 4 of 6 | 5 of 6 | 6 of 6 |
|-------------|--------|--------|--------|
| 5 | 34.8 | 29.0 | 7.2 |

Note: Percentages are not calculated and double dashes (--) appear in the table 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 2018-19 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 | 194 | 193 | 99.48 | 29.02 |
| Male | 108 | 107 | 99.07 | 28.04 |
| Female | 86 | 86 | 100.00 | 30.23 |
| Black or African American | -- | -- | -- | -- |
| Asian | 65 | 65 | 100.00 | 46.15 |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 101 | 101 | 100.00 | 19.80 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 152 | 152 | 100.00 | 26.97 |
| English Learners | 92 | 92 | 100.00 | 31.52 |
| Students with Disabilities | 41 | 41 | 100.00 | 4.88 |

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 2018-19 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 | 194 | 192 | 98.97 | 28.13 |
| Male | 108 | 106 | 98.15 | 30.19 |
| Female | 86 | 86 | 100.00 | 25.58 |
| Black or African American | -- | -- | -- | -- |
| Asian | 65 | 64 | 98.46 | 51.56 |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 101 | 101 | 100.00 | 14.85 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 152 | 151 | 99.34 | 27.81 |
| English Learners | 92 | 91 | 98.91 | 35.16 |
| Students with Disabilities | 41 | 40 | 97.56 | 7.50 |

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 school site

Opportunities for Parental Involvement (School Year 2019-20)

Contact Person: Monica Perez (PTA President) and (SSC Chairperson)

Contact Phone No. 408.238.3525

Valle Vista appreciates the work of our parent volunteers. Programs or organized activities are available for parental involvement. A multitude of opportunities are available for community and parental involvement at Valle Vista:

Supporting Reading: Being an excellent reader is the gateway to a successful future. Each classroom teacher kindergarten and first grade, send home daily reading material at each student's reading level for practice at home. Students read the books to their parents and the parents initial that their child has read to them. Primary grades often take part in this reading at home program, where parents sign that their children have read the required number of minutes for their grade level at home nightly. At school, the teacher, parent, or community volunteer listens to students to reread their books again. It is noted whether the child read the book fluently or had difficulty with that level of a book. In grades second through fifth, students may take home library books and exchange them upon completion. Students work through levels of books with the goal of reading books fluently at or above their grade-level standard. Valle Vista encourages building reading comprehension through the daily reading at home.

Working with Students: In addition to listening to students read, parents work with students on projects, help students during grade level and site-wide special events, and prepare materials to support classroom learning.

D.E.A.R. Nights: Kindergarten through sixth grades also attend on a Drop Everything and Read (DEAR) night. Parents, through PTA, provide theme decorations and refreshments for the event.

Movie Nights: Movie Nights are held three times per year on campus to bring the community together.

Friday Parent Academic Fair: Valle Vista's parents are encouraged to join in this district community event. Parents are able to choose a workshop that focuses on student achievement.

School Site Council: Parents, staff, and community are members of the School Site Council, who make budget decisions and assist in the composition of the School Plan for Student Achievement. All parents and community members are welcome to the meetings.

Family Case Manager: Provides support to students and their families by providing access to community resources and programs that address issues related to medical care, mental health, individual or family counseling, truancy, housing, and other issues.

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

Valle Vista provides a safe and engaging learning environment. The district has a comprehensive Safe School Plan, adopted by the School Board, which contains goals for school safety and school climate. There are standardized emergency procedures that all staff are to follow in the event of an emergency. Emergency drills are held to ensure students know and can use safety procedures in case of a fire or earthquake. Lockdown drills, where students practice what to do in case of an intruder on campus, are held to practice safety protocols. The staff goes through drills to practice and evaluate performance. In addition, the district installed a 180-degree camera for safety. Fencing and gates limit the access of vehicles to the back areas of the school. Three cameras were installed in the front office, cafeteria, and library for added security. The facility is surveyed daily for any safety concerns including graffiti. Issues are promptly resolved. All visitors are required to enter the building through the front door, sign in and wear a visitors pass. No one can pick up a child unless their name is on the emergency card and the person shows a picture ID.

Valle Vista implements Positive Behavior Intervention Support (PBIS), the BEST Protocols (3B's), and Social and Emotional Learning (SEL). Monthly awards assemblies highlight and honor students who demonstrate the 3 B's: Be Safe, Be Respectful and Be Responsible. Our team of an administrator, along with select classroom teachers and classified staff, are on our BEST Committee and attend meetings to plan for our school. The BEST team also meets at the district level, to collaborate with other schools.

Our staff has worked together to define school-wide 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. As a site, we hold BEST Incentives, where students can participate in a variety of activities designed to encourage appropriate behavior. Our district continues to receive ongoing training in the Best Behavior Program, as well as SEL, to support a positive behavior program that provides intervention techniques based on research. We seek to observe where incidents and implement strategies to appropriately address them. We also have Student Success Team meetings with the administrator, parent, and classroom teacher to plan and initiate individual student supports. We have an after-school program to provide additional supervision and support for our students. The Mt. Pleasant After-school Program (MPAS) enrolls approximately 105 students. This program provides a homework center, intervention, enrichment activities, art and music, as well as, sports programs.

| Suspensions and Expulsions for the School | 2016-17 | 2017-18 | 2018-19 |
|---|---------|---------|---------|
| Suspensions Rate | 1.3 | 2.6 | 2.2 |
| Expulsions Rate | 0.0 | 0.0 | 0.0 |

| Suspensions and Expulsions for the District | 2016-17 | 2017-18 | 2018-19 |
|---|---------|---------|---------|
| Suspensions Rate | 3.3 | 3.3 | 4.7 |
| Expulsions Rate | 0.0 | 0.0 | 0.0 |

| Suspensions and Expulsions for the State | 2016-17 | 2017-18 | 2018-19 |
|--|---------|---------|---------|
| Suspensions Rate | 3.6 | 3.5 | 3.5 |
| 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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

| Title | Ratio |
|---------------------|-------|
| Academic Counselor* | 698.0 |

* 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.

Student Support Services Staff (School Year 2018-19)

| Title | Number of Full-Time Equivalent (FTE) |
|---|--------------------------------------|
| Counselor (Social/Behavioral or Career Development) | .5 |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | |
| Social Worker | |
| Nurse | |
| Speech/Language/Hearing Specialist | 1.0 |
| Resource Specialist (non-teaching) | .8 |
| Other | .3 |

* 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 Level | 2016-17 Average Class Size | 2016-17 # of Classes* Size 1-20 | 2016-17 # of Classes* Size 21-32 | 2016-17 # of Classes* Size 33+ | 2017-18 Average Class Size | 2017-18 # of Classes* Size 1-20 | 2017-18 # of Classes* Size 21-32 | 2017-18 # of Classes* Size 33+ | 2018-19 Average Class Size | 2018-19 # of Classes* Size 1-20 | 2018-19 # of Classes* Size 21-32 | 2018-19 # of Classes* Size 33+ |
|-------------|----------------------------|---------------------------------|----------------------------------|--------------------------------|----------------------------|---------------------------------|----------------------------------|--------------------------------|----------------------------|---------------------------------|----------------------------------|--------------------------------|
| K | 15 | 3 | | | 21 | 1 | 1 | | 17 | 1 | 2 | |
| 1 | 20 | 2 | 1 | | 19 | 2 | | | 24 | | 2 | |
| 2 | 22 | | 2 | | 24 | | 2 | | 23 | | 2 | |
| 3 | 24 | | 3 | | 25 | | 3 | | 29 | | 2 | |
| 4 | 29 | | 2 | | 24 | 1 | 2 | | 23 | 1 | 2 | |
| 5 | 25 | 1 | | 2 | 28 | | 2 | | 23 | 1 | 2 | |
| 6 | | | | | 13 | 1 | | | | | | |
| Other** | 8 | 2 | | | 6 | 2 | | | 7 | 1 | | |

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

** "Other" category is for multi-grade level classes.

Professional Development provided for Teachers

The Mt. Pleasant School District has consistently focused its staff development efforts to address the needs of the students and teachers to increase student achievement. In the past three years, the professional development for teachers has been to support teachers with the implementation of the newly adopted English Language Arts and Mathematics curriculum. Below are examples of the professional development that the district and schools have provided in the past three years:

2017-18 to 2019-2020

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

*All Grades reviewed essential components of Project-Based Learning (PBL). Teachers received guided support to work collaboratively with grade-level peers and departments to develop a PBL unit that is culturally relevant to the students/communities that we serve. The PBL incorporated the Global Citizenship standards to help students understand their role as global citizens who respect and value diversity, understanding social justice, work with others to make the world around them more equitable, and help students take responsibility for their actions.

2017-18:

*Teachers in 3-8 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 was provided on Jan. 8, 2018.

*All 6-8 grade teachers participated in a two-day training (8/21-8/22) on Integrated ELD. With the use of the ELD/ELA Framework, teachers had the opportunity to understand the connection between Integrated ELD and Grade Level Content.

Teachers worked collaboratively across content areas to plan. Follow-up training took place on Jan. 8, 2018.

2018-2019

July 10-11th:

Teachers met for half a day to collaborate by grade level or department at least once a month. Teachers used cycles of inquiry to monitor student progress. Teachers also developed project-based learning units.

Discover the power of Language Dives, 3rd-5th-grade teachers. Language Dives empower students to analyze, understand, and use the language of academic sentences.

August 16th:

Teachers in grades K-8 grade came together to review the new Math concept maps

August 17th:

All 3-5 grade teachers received a one-day training on how to implement the ALL Block. All Block is an essential component of the newly adopted English Language Arts curriculum. Teachers received additional support during the school year.

2019-2020

August 15 -16:

Kindergarten to Fifth-grade teachers reviewed the NGSS as grade level and identified key skills and big ideas. Teachers also identified the gaps within the currently adopted curriculum and identified supplementary material to address the NGSS for their grade level.

K-2 teachers received training on the new English Language Arts adopted curriculum

6-8 grade teachers received AVID training to implement AVID strategies across subject areas and schoolwide.

Throughout the 2019-20 school year:

Teachers and administrators engaged in continuous cycles of inquiry with each of the school's leadership teams. Each school identified a problem of practice and implemented inquiry cycles using the Improvement Science framework to address their problem of practice. Each group received ongoing coaching support from PIVOT learning.

In partnership with the Eastside alliance, every school had a team composed of teachers and administrators; the team received professional development on teacher efficacy. The goal is to engage across grade levels in the district and the feeder High School to address low student performance in Mathematics. The work will continue next school year.

FY 2017-18 Teacher and Administrative Salaries

| Category | District Amount | State Average for Districts In Same Category |
|-------------------------------|-----------------|--|
| Beginning Teacher Salary | \$56,610 | \$49,378 |
| Mid-Range Teacher Salary | \$78,334 | \$77,190 |
| Highest Teacher Salary | \$109,633 | \$96,607 |
| Average Principal Salary (ES) | \$134,363 | \$122,074 |
| Average Principal Salary (MS) | \$131,249 | \$126,560 |
| Average Principal Salary (HS) | \$0 | \$126,920 |
| Superintendent Salary | \$183,038 | \$189,346 |

| Percent of District Budget | District Amount | State Average for Districts In Same Category |
|----------------------------|-----------------|--|
| Teacher Salaries | 32% | 36% |
| 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 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

| Level | Total | Restricted | Unrestricted | Average Teacher Salary |
|-------------|----------|------------|--------------|------------------------|
| School Site | \$13,341 | \$4,848 | \$8,493 | \$82,378 |
| District | N/A | N/A | \$9,374 | \$77,334 |
| State | N/A | N/A | \$7,506.64 | \$77,619.00 |

| Percent Differences | Unrestricted | Average Teacher Salary |
|----------------------|--------------|------------------------|
| School Site/District | -9.9 | 6.3 |
| School Site/ State | 12.3 | 5.9 |

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://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.