Mount Pleasant Elementary STEAM Academy

14275 Candler Ave. • San Jose, CA 95127-4157 • (408) 223-3702 • 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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Antonio Perez, Jr.
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Member

District Administration

Mariann Engle
Superintendent

School Description

Vision Statement was created in 2012.

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 was created in 2012.

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 eleven classroom teachers, half time intervention teacher, a part time music teacher, an English Language Development Specialist, and full time Kinder instructional aide. 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 Diva Diversity. Special education personnel at Mount Pleasant includes a half time resource specialist teacher and a half time instructional aide. Services provided under the School wide Program includes Local Control Accountability Plan, Gifted and Talented Education (G.A.T.E.), and Title I programs. School wide funding provides additional services to students to improve academic achievement, computer literacy, and word processing. We also have mobile iPad labs and Chromebooks.

Curriculum and Instruction

We have a Piano Lab where the 4th and 5th grade students receive piano instruction by the district music teacher. Our students get to experience technology through our mobile labs with Chromebooks and iPads. We provide additional academic support to our students through an intervention and English Language Development (ELD) teacher, after school interventions, and supplemental educational services through Bay Area Tutors. We have a part time counselor and a part time family case manager to support our students and families. All students in 1st - 2nd participate in art lessons provided by the professional artist from San Jose Museum of Arts and students in the upper grades receive music lessons once a week in our piano lab.

The school also provides after-school clubs and sports such as Coding, Chess, Chinese Kenpo Karate, modern dance and ballet folklorico. 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 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. Surveys of parents and students are collected every year to determine program needs. We are currently in our third year of Leader in Me implementation where we align academics with 7 Habits of Highly Effective People.

Response to Intervention (RtI)
We identify students at risk through our RtI process and hold Student Success Team (SST) meetings with the parents, classroom teacher, intervention teacher, counselor, principal and psychologist. We determine what the student needs are with input from all stake-holders and create a plan to help the student succeed.

After School Program
We have the Mount Pleasant After School (MPAS) program that serves over one hundred 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.

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 PBIS/BEST Behavior framework to model positive behavior for our students. We promote a sense of school pride in all students by recognizing student achievement, progress, and student leadership. 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 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	43
Grade 1	55
Grade 2	42
Grade 3	58
Grade 4	45
Grade 5	50
Total Enrollment	293

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Asian	8.5
Filipino	0.3
Hispanic or Latino	86.3
Native Hawaiian or Pacific Islander	0.7
White	0.7
Two or More Races	3.4
Socioeconomically Disadvantaged	83.6
English Learners	58
Students with Disabilities	9.6
Foster Youth	0.3
Homeless	3.1

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 Mount Pleasant	17-18	18-19	19-20
With Full Credential	14.85	12	11
Without Full Credential	1	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Mt. Pleasant Elementary School District	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 Mount Pleasant Elementary STEAM Academy

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	Benchmark Advance for grades TK-2 (adopted Spring 2019) and EL Education for grades 3-5 (adopted 2017) **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Mathematics	Eureka Great Minds grades TK-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 TK-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 TK-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)

A safe and orderly environment is one of the top priorities of Mount Pleasant Elementary 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: September 2017

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	
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	23	29	36	38	50	50
Math	29	37	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	25.5	33.3	5.9

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	153	150	98.04	29.33
Male	80	79	98.75	21.52
Female	73	71	97.26	38.03
Asian	15	15	100.00	53.33
Hispanic or Latino	131	128	97.71	25.00
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	133	131	98.50	25.19
English Learners	111	110	99.10	24.55
Students with Disabilities	15	15	100.00	6.67
Students Receiving Migrant Education Services	--	--	--	--
Homeless	--	--	--	--

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	153	153	100.00	36.60
Male	80	80	100.00	38.75
Female	73	73	100.00	34.25
Asian	15	15	100.00	60.00
Hispanic or Latino	131	131	100.00	32.06
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	133	133	100.00	33.83
English Learners	111	111	100.00	33.33
Students with Disabilities	15	15	100.00	13.33
Students Receiving Migrant Education Services	--	--	--	--
Homeless	--	--	--	--

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: Michelle Mendoza (PTA President)

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 Association (PTA) 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 principal holds monthly parent meeting throughout the school year. The School Site Council meets each month at 3:30 PM 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 as well as LCAP. 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 Council member 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 State priority: School Climate (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 2017 and approved by our School Site Council on June 2017. The identified safety concerns were student attendance and suspensions. School climate incorporates issues related to character education 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 District Wide as well as site based 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, then asked what the best behavior should have been, and how to restore the broken relationships through restorative practices.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	4.8	2.3	0.9
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*	.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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.5
Resource Specialist (non-teaching)	
Other	1.3

* 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	20	2	1		22	1	4		22		2	
1	24		2		27		1		28		2	
2	24		3		26		3		21	1	1	
3	27		2		25		2		29		2	
4	25		2		26		2		23		2	
5	24		3		31		2		25		2	
Other**												

*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.

On Going
Our teachers have collaboration time every Wednesday as well as early release Thursday at least six times a year where they can meet and apply the cycle of inquiry and work on their project-based learning units.
Teacher Induction: In partnership with 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 teaching professions and complete all induction requirements.

Provided differentiated Staff Development for all grades, the following staff development opportunities were available to teachers. The teachers registered according to their grade level and professional needs:
ELD (Designated and Integrated) and the use of the new ELA/ELD Framework
Project Based Learning (PBL), Social-Emotional/Restorative Practices

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.

Leader in Me Training August 2017. Our faculty and staff participated in a three day training with Franklin Covey to learn the implementation of the 7 Habits of Highly Effective People in order to roll out a The Leader in Me framework.

2018-2019
July 10-11th
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 6, 2018 and October 9, 2018
Leader in Me Professional Development - Our faculty and staff participated in one day training with Franklin Covey to learn how to align academics with goal setting, measuring, and development of student Leadership Notebooks to support academics.

August 16th
Teacher in grades K-5 grade came together to review the new Math concept maps.

August 17th
All 3-5 grade teacher on a one-day training on how to implement the ALL Block, an essential component of the newly adopted English Language Arts curriculum. Teachers will receive additional support during the school year.

January 7th
All Grades, review 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.

2019-2020
August 5th
Leader in Me Professional Development - Our faculty and staff participated in one day training with Franklin Covey to learn how to empower our students and staff to improve classroom instruction.

August 8th
Pivot Setting the Course - Leadership Team made of teachers met with representative from Pivot to analyze CAASPP data and plan for improvements.

August 13th
All 3rd - 5th grade teachers received professional development regarding EL Language Dives with EL representative.

August 15th and 16th
TK-2 teachers received professional development on the new ELA adoption of Benchmark Advance.
3-5 teachers received professional development on Science implementation.

December 10th
All TK-5 grade teachers received professional development on Language Dives and Juicy Sentences.

January 9th
All TK-5 grade teachers received professional development from Edwin Javis on culturally responsive teaching.

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	$11,781	$2,767	$9,014	$79,758
District	N/A	N/A	$9,374	$77,334
State	N/A	N/A	$7,507	$77,619.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-3.9	3.1
School Site/ State	18.2	2.7

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.

Types of Services Funded

During the 2018-2019 school year we provided after school math intervention provided by Bay Area Teachers for fourth grade students who were not on grade level in math. In addition, Kindergarten-third grade students learned art with professional artists from San Jose Museum of Arts as part of our STEAM program. Finally, all MPAS students were given Language Arts and Math interventions after school twice a week.

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.