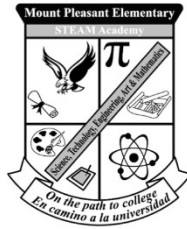# Mount Pleasant Elementary STEAM Academy
2021-2022 School Accountability Report Card
(Published During the 2022-2023 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	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 and access to prior year reports, 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 the 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.
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).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
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.

2022-23 School Contact Information

School Name	Mount Pleasant Elementary STEAM Academy
Street	14275 Candler Ave.
City, State, Zip	San Jose, CA 95127-4157
Phone Number	(408) 258-0451
Principal	Davy Dijoux
Email Address	ddijoux@mpesd.org
School Website	
County-District-School (CDS) Code	43696176048060

2022-23 District Contact Information

District Name	Mt. Pleasant Elementary School District
Phone Number	(408) 223-3710
Superintendent	Elida MacArthur
Email Address	emacarthur@mpesd.org
District Website Address	www.mpesd.org

2022-23 School Overview

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 schoolhouse 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 ten classroom teachers, a part-time music teacher, and a full-time Kinder instructional aide. In addition, the district provides a part-time psychologist, counselors on-site, health clerk, speech therapist, and part-time family case manager. We also receive counseling services through Alum Rock Counseling Services. Special education personnel at Mount Pleasant includes a half-time resource specialist teacher and a half-time instructional aide. Services provided under the Schoolwide Program include the Local Control Accountability Plan and Title I programs. School-wide funding provides additional services to students to improve academic achievement, computer literacy, and word processing. Every student at Mount Pleasant has one-to-one technology device access and hotspot upon request.

Curriculum and Instruction

2022-23 School Overview

Although we are in the middle of the pandemic, the students have been on campus learning from the beginning of the school year. We continue to offer COVID 19 testing to students and staff and keep everyone safe as safety is our utmost priority.

Student Success Team (SST)
We identify students at risk 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 stakeholders and create a plan to help the student succeed.

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 this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	47
Grade 1	41
Grade 2	23
Grade 3	49
Grade 4	37
Grade 5	39
Total Enrollment	236

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	44.9
Male	55.1
American Indian or Alaska Native	0.0
Asian	12.3
Black or African American	0.8
Filipino	0.4
Hispanic or Latino	80.9
Native Hawaiian or Pacific Islander	0.8
Two or More Races	2.5
White	1.7
English Learners	53.8
Foster Youth	0.0
Homeless	0.4
Migrant	0.0
Socioeconomically Disadvantaged	64.8
Students with Disabilities	8.9

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	10.00	100.00	76.10	86.91	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	1.00	1.14	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	0.10	0.14	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	0.20	0.23	12115.80	4.41
Unknown	0.00	0.00	10.10	11.56	18854.30	6.86
Total Teaching Positions	10.00	100.00	87.50	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	9.00	90.00	75.90	94.96	234405.20	84.00
Intern Credential Holders Properly Assigned	1.00	10.00	1.00	1.25	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	0.10	0.20	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	0.20	0.25	11953.10	4.28
Unknown	0.00	0.00	2.60	3.33	15831.90	5.67
Total Teaching Positions	10.00	100.00	79.90	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0.00
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0.00

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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 also adopted a Science and HSS curriculum aligned to the Next Generation Science Standards.

At the beginning of the 2021-2022 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. For this current school year 2022-2023, there are sufficient textbooks and instructional materials for all students.

Year and month in which the data were collected	January 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy

Reading/Language Arts	Benchmark Advance for grades TK-2 (adopted Spring 2019) and EL Education for grades 3-5 (adopted 2017)	Yes	0
Mathematics	Eureka Great Minds grades TK-5, adopted 2016	Yes	0
Science	Amplify Science, adopted 2021	Yes	0
History-Social Science	Studies Weekly - American Legacy, adopted Spring 2021	Yes	0
Health		Yes	

School Facility Conditions and Planned Improvements

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. The school was completely repainted during the summer of 2022, and new fences and gates have been installed around the entire school grounds.

Year and month of the most recent FIT report	2021 November

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
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 Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes	**State Priority: Pupil Achievement**

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
   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.

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	24	N/A	36	N/A	47
Mathematics (grades 3-8 and 11)	N/A	23	N/A	22	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes 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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	127	127	100.00	0.00	23.62
Female	56	56	100.00	0.00	21.43
Male	71	71	100.00	0.00	25.35
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	13	13	100.00	0.00	38.46
Black or African American	0	0	0.00	0.00	0.00
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	106	106	100.00	0.00	20.75
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	69	69	100.00	0.00	15.94
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	88	88	100.00	0.00	23.86
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	17	17	100.00	0.00	11.76

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes 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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	127	127	100.00	0.00	22.83
Female	56	56	100.00	0.00	21.43
Male	71	71	100.00	0.00	23.94
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	13	13	100.00	0.00	46.15
Black or African American	0	0	0.00	0.00	0.00
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	106	106	100.00	0.00	21.70
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	69	69	100.00	0.00	10.14
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	88	88	100.00	0.00	21.59
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	17	17	100.00	0.00	11.76

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	30.77	NT	18.92	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	39	39	100	0	30.77
Female	18	18	100	0	27.78
Male	21	21	100	0	33.33
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	30	30	100	0	26.67
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	20	20	100	0	15
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	23	23	100	0	34.78
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

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.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100%	100%	100%	100%	100%

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 regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

Contact Person: Brenda Almazan (PTA President)

Parent involvement is a high priority at Mount Pleasant Elementary School. Due to the pandemic, we are meeting with parents virtually. We still have processes and procedures in place that provides 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 that generate funds for educational field trips, special class projects, equipment for the school, and rewards and incentives for students. The principal holds monthly parent meetings throughout the school year. The School Site Council meets at least 4 times throughout the year to oversee the School Plan. The parents of English Language Learners participate in the English Language Advisory Committee (ELAC). All parent presidents of the various school organizations are invited to attend the District Advisory and Superintendents Advisory Committee. We also work closely with the District 5 Councilmember to address community and safety events. You can also visit our Facebook page to see pictures and videos of previous events. Visit us at www.facebook.com/MPSTEAMACADEMY. Lastly, we work closely with Alum Rock Counseling Center counselors to provide parent workshop classes.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	262	255	84	32.9
Female	113	113	35	31.0
Male	149	142	49	34.5
American Indian or Alaska Native	0	0	0	0.0
Asian	30	30	4	13.3
Black or African American	2	2	0	0.0
Filipino	1	1	1	100.0
Hispanic or Latino	214	208	73	35.1
Native Hawaiian or Pacific Islander	2	2	0	0.0
Two or More Races	6	6	3	50.0
White	6	5	3	60.0
English Learners	143	140	42	30.0
Foster Youth	0	0	0	0.0
Homeless	4	4	1	25.0
Socioeconomically Disadvantaged	177	173	59	34.1
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	36	35	10	28.6

C. Engagement

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.63	2.61	2.45
Expulsions	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	0.38	0.00	2.15	0.20	3.17
Expulsions	0.00	0.00	0.00	0.06	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.38	0.00
Female	0.00	0.00
Male	0.67	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.47	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.70	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.56	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2022-23 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 in June 2017. The identified safety concerns were student attendance and suspensions. School climate incorporates issues related to character education and student resiliency.

The updated School Safety Plan was viewed by the committee on 1/26/2021.

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 a 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 their action, then asked what the best behavior should have been, and how to restore the broken relationships through restorative practices.

During the pandemic, our staff and administrators received SEL CREW training and Circle Up training. Our students' emotional needs are being met daily with daily implemented Crew meetings and DEIB lessons.

Data collected through the California Healthy Kids Survey, School Climate Survey, PBIS Survey, Crew Student Surveys, and parent surveys are used to help improve school climate and address any identified issues. Student assemblies have been held to address Kindness efforts and explicitly teach expected behaviors in the school setting.

D. Other SARC Information

Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22		8	
1	24		2	
2	25		2	
3	23	1	1	
4	19	2	1	
5	22	1	1	

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	25		2	
1	22		1	
2	15	2	1	
3	17	2	1	
4	23	1	1	
5	28		2	

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	16	2	1	
1	21	1	1	
2	23		1	
3	25		2	
4	19	1	1	
5	20	1	1	

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to 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.

Title	Ratio
Pupils to Academic Counselor	0

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	0.6

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$14,091	$3,931	$10,160	$92,281
District	N/A	N/A	$10,062	$86,302
Percent Difference - School Site and District	N/A	N/A	1.0	6.7
State	N/A	N/A	$6,594	$84,612
Percent Difference - School Site and State	N/A	N/A	42.6	8.7

2021-22 Types of Services Funded

During the 2019-2020 school year we provided after school math intervention provided by Bay Area Teachers for third grade - fifth grade students who were not on grade level in math. Other services included Silicon Valley Education Foundation-3rd grade Math Tutoring/Intervention and Virtual Summer School-SVEF (incoming 3rd through 8th grade). Finally, all MPAS students were given Language Arts and Math interventions after school twice a week.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$59,766	$51,591
Mid-Range Teacher Salary	$82,701	$79,620
Highest Teacher Salary	$115,745	$104,866
Average Principal Salary (Elementary)	$141,195	$131,473
Average Principal Salary (Middle)	$142,510	$135,064
Average Principal Salary (High)		$137,679
Superintendent Salary	$190,000	$205,661
Percent of Budget for Teacher Salaries	31%	33%
Percent of Budget for Administrative Salaries	7%	6%

Professional Development

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. This past year, the professional development for teachers has been to support teachers with the new curriculum adoptions and with in-person learning. Below are examples of the professional development that the district and schools have provided.

Professional Developments for 2021- 2022:

August 6, 2021 - SEL with Ronnie for Management

August 13, 2021 - Instructional Technology: Canvas, Powerschool, Newsela, Nearpod

August 16, 2021 - Amplify Science, Crew (SEL)/DEIB Toolkit

August 17, 2021 - Benchmark Advance ELA TK-2, Language Dives 3-8, DEIB, Math, School 2 Home

September 2, 2021 - Benchmark dORR optional for TK -2

October 14, 2021 - Learning A-Z for TK -5

October 21, 2021 - Edcite 3-5

January 3, 2022 - Benchmark Avance Phonics TK-2, Crew Support 3-8, Social Media and Empathy Workshop for non-Science Teachers, Amplify Science for TK-8

Circle Up - Management, Certificated Staff received training on diversity, equity, inclusion, and belonging.

East Side Alliance Assessment for Learning Series (3rd grade - 5th grade):
November 9, December 7, January 25 , April 12 & May 10

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3