Ida Jew Academy

1966 Flint Ave. • San Jose, CA 95148-1213 • 408-223-3750 • Grades TK-8
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2019-20 School Accountability Report Card
Published During the 2020-21 School Year

Ida Jew Academy
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Superintendent

School Description

Ida Jew Academy is a Dependent Charter School that converted from an Intermediate school in 2009-2010 where it became a school that integrated the Dual Language Academy, the Visual and Performing Arts Academy, and the STEM Academy. Operating as three isolated academies, the school flourished for five years before it became united as a STEAM/ALAS School that integrated the areas of focus: ALAS, VAPA, and STEM. The school still consists of three specialties: Academic Language Acquisition in Spanish (ALAS) a Two-Way Dual Immersion Program, Visual and Performing Arts (VAPA) and Science, Technology, Engineering and Mathematics (STEM). In March 2020, the renewal of the Ida Jew Academy charter was approved by the Mt. Pleasant Elementary School District school board; and officially approved by the State of California Department of Education. The approval of the school charter is in effect for five years from July 1, 2020- June 30,2025.

Students at Ida Jew Academy focus on Spanish Language Development, Visual Arts, Music, Dance, Science, Technology and/or Math depending on their chosen specialty. All students are held to high expectations where they aim to be proficient or advanced in core areas of the curriculum: English Language Arts, Mathematics, Science, and Social Sciences. For those students that are approaching standard in the core areas, students are offered extra support in a small group setting. The teachers at Ida Jew Academy are highly qualified and use the most effective teaching strategies including: Gradual Release of Responsibility, Cooperative Learning strategies, Dual Immersion best practices, and integrate facets of Social Emotional Learning (Mindfulness) within a Growth Mindset.

Vision:
Through our intentional efforts towards student achievement, we will continue to ensure students learn at high levels, develop socially and emotionally. Together we will Empower, Inspire, and Unite our efforts to maximize student potential.

Mission:
Through collaboration among students, staff, and families, we will build upon our students' creativity, critical thinking, collaboration, and communication skills to produce well rounded life long learners who are socially responsible and prepared for college, careers, and their future in their ever changing century.

Our Staff
Ida Jew Academy provides classes from Transitional Kindergarten (TK) through 8th grade. We have (21) classroom teachers, a dance teacher, and a part time art teacher and a part time band teacher. Among our staff, we also have a part time health clerk, speech therapist, library technician, three instructional aides and a Special Education (Resource Specialist) teacher and a part time Special Education (Resource Specialist) teacher . We are extremely fortunate to have a full time family case manager to support our students and families. Our staff, both Classified and Certificated believe that all students can achieve in a setting where they are cared for and provided with high expectations to strive towards excellence.

Curriculum and Instruction
Ida Jew Academy has invested high amounts of energy into improving instructional practices that align with the newly adopted Common Core State Standards where our focus has been on offering students ample opportunities to collaborate, communicate, critically think, and use their creativity. Among our multiple programs and curricular adoptions, we began piloting EL Education in 2013-2014, which is an English Language Arts curriculum in grades 6-8. This program focuses on novel based instruction where students are exposed to higher level thinking and challenging ways of interacting with text and evidence based instruction. Our school has fully adopted the EL Education curriculum and is now utilized in 3rd-8th grade English Language Arts classrooms.

In regards to Mathematics, we are currently utilizing two Mathematics programs; Eureka Math and College Preparatory Math (CPM). In TK through fifth grade, all students are using the Eureka Math, which is also a Common Core aligned curriculum that challenges students to engage in Mathematical practices and concepts. In middle school (6-8), students are exposed to the CPM curriculum that is also aligned to the Common Core curriculum. It is focused on student engagement and rigorous opportunities to engage with the middle school concepts and practices. Aside from our core curriculum, Ida Jew Academy students have access to dance, art, music, a maker space, a science lab and multiple forms of mobile devices. Currently, we are fortunate to have five Chrome book carts, one I Pad cart, and a Mac Lab. In addition, our Transitional Kindergarten through Second Grade Students have art, music and dance throughout the year with our Specialty Teachers and access to teacher developed electives. Students in grades 3-5 are exposed to areas of Specialties in the form of student selected and teacher developed elective classes. Students in grades 6-8 choose an area from the Specialties (ALAS, VAPA, STEM -Research Based Practices) to specialize where they are dedicated to the Specialty for the duration of middle school. Our students in the Dual Immersion Program (ALAS) become bilingual and bi-literate through rich curriculum and culturally relevant practices and at the end of 8th grade are eligible to get the Seal of Biliteracy from our local High School. In the STEM Specialty, students are exposed to the Cycle of Engineering and intense exposure to the Scientific Method through hands-on, rigorous, cross-curricular experiences that challenge them to work collaboratively in groups. Our students have access to technology through our computer lab, five mobile Chrome Book labs and three mobile iPad labs. We provide additional academic support to our students through intervention and English Language Development (ELD) classes and after school interventions. 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. Student assessment data is gathered every year using standardized test results, benchmark assessments and writing prompt assessments.

After School
We have the Mount Pleasant After School (MPAS) tutoring program that serves approximately 32 students from dismissal in grades kindergarten to eighth grade. This program provides additional support with academics and tutors offer one-to-one support for 30 minutes, twice a week. Students are able to participate in Science Olympiad Club (grades 6-8), Student Leadership grades 3-8).

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

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 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 webpage 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.

2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	84
Grade 1	50
Grade 2	65
Grade 3	62
Grade 4	47
Grade 5	68
Grade 6	67
Grade 7	66
Grade 8	74
Total Enrollment	583

2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	2.1
American Indian or Alaska Native	0.5
Asian	5.3
Filipino	0.2
Hispanic or Latino	83.5
Native Hawaiian or Pacific Islander	0.6
White	3.1
Two or More Races	3.6
Socioeconomically Disadvantaged	58.6
English Learners	43
Students with Disabilities	7
Homeless	0.9

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

Teacher Credentials for Ida Jew Academy	18-19	19-20	20-21
With Full Credential	24	24	24
Without Full Credential	4	1	1
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Ida Jew Academy	18-19	19-20	20-21
With Full Credential	♦	♦	24
Without Full Credential	♦	♦	1
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Ida Jew Academy

Indicator	18-19	19-20	20-21
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 2020-21)

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 3-8th grade and Mathematics in K-8th grade. For Language Arts Benchmark Adelante TK-5th grades, Benchmark Advance K-2, 3rd-8th grade EL education. The district is continuing the science pilot through the 2019-2020 school year to align to the Next Generation Science Standards; the goal is to identify a curriculum for K-8 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 2019-2020 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 Adelante TK-5th Benchmark Advance K-2 3rd-8th grade EL education **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Mathematics	Eureka Mathematics; Grades K-5, adopted 2016 College Preparatory Mathematics (CPM); Grades 6-8, 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 Houghton Mifflin, Houghton Mifflin California Middle School Science; for grades 6-8, adopted 2007 **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 McDougal Littell, McDougal Littell California Middle School Social Studies; for grades 6-8, adopted 2006 **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)

Ida Jew Academy Charter School houses 512 students. The 25 classrooms are wired for internet use and equipped with document cameras, projectors and personal speakers for multimedia purposes. All student were provided technology of one-to-one devices in support of Distance Learning to provide access to the virtual learning environment. Ida Jew Academy has 3 iPad carts, and every teacher has at least 2 iPads that have been distributed to each classroom in their room at all times. We also have three mobile carts with 30 ipads each that teachers are able to check out on a daily basis. Facilities are clean and well kept. The school has a beautifully landscaped campus and newly adopted quad area with surrounding primary and early elementary classrooms. Facilities are maintained according to the district maintenance and operations procedures. Ida Jew Academy invested time and energy in landscaping and remodeling classrooms equipped with updated teaching walls, new sinks, flooring, and up to date WIFI access. Our office facility, staff lounge, conference room, innovation center, science lab, and recently renovated quad area bathrooms are new additions to our campus. In addition, to the district provided updates, Ida Jew Academy received the Synopsys grant which provided: Mural Design, Blacktop improvements, benches, and basic landscaping needs. Our quad area houses two water hydration stations for students and staff. Students are not only able to refill their water bottles, they are also able to track data and use it in their math and science activities. The (4) student bathrooms in the quad area have recently been renovated into (2) main bathrooms in the quad. Renovation took place in the Spring of 2020 and were completed in Fall 2020. We are currently working on making further updates to provide students the highest quality educational experience with a 21st century approach in response to distance learning environment, hybrid and in-person instruction that abide by COVID-19 guidelines outlined by the Santa Clara County Health Department and Santa Clara County Office of Education.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:
- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month in which data were collected: 2020 October

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 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	42	N/A	38	N/A	50	N/A
Math	34	N/A	26	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	23	N/A	18	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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 areas of physical education.

2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2020-21)
Contact Person: Mika Matsukuma (PTA President)/ Lissa Oros (SSC Chair)

Parent Volunteer Coordinator: Jessica Rodriguez (Student Advisor)

Contact Phone No. 408-223-3750

Programs and organized activities/resources available for parental involvement are outlined below:

Parents are an integral part of our Ida Jew Academy school community, and are welcomed as part of our partnership as an inclusive school model. Ida Jew Academy strongly encourages parents and guardians to volunteer and be involved in their children's education. The Student Advisor is the Parent Volunteer Coordinator who is supported by both the PTA President and SSC Chair that work to support parent involvement and school community engagement.

Stakeholder parental involvement engagement/ input includes school site groups Parent Teacher Association (PTA), School Site Council (SSC), English Language Advisory Committee (ELAC) that each provide feedback and ongoing communication. All school meetings are open to the public and include translation services in support of parent input/ understanding.
   • Parent Teacher Association (PTA) meets the fourth Wednesday every other month at 6:00pm via Zoom. PTA provides various activities for school wide distributions such as arts and crafts activities at home.
   • The School Site Council (SSC) meets the third Monday of each month at 3:00pm via Zoom.
   • We also have an active English Language Advisory Committee (ELAC) Council that meets at least four times a year.

Additional Parental Involvement Engagement Opportunities/ Resources:
- Open House: At Ida Jew Academy, Open House and Back to School Night are open to the community each year and are valuable opportunities to be informed of the year's path and progress.
- Parent-teacher conferences are scheduled twice a year once in the Fall and once in the Spring.
- Coffee with the Principal: Many parents attend the monthly "Coffee with the Principal" meetings via Zoom hosted by Mr. Gilbert Rodriguez. These are great platforms for becoming informed about upcoming events and great opportunities to ask questions, voice concerns, and hear from other parents and families.
- IJA School Community Connection Newsletter: is shared bi-weekly via the school website and social media platforms in support of communication and notification of school events or support resources with in the school community.
- IJA School Website: Updated with relevant and new information to provide parents an area of resource of the school.
- Social Media Engagement via the schools facebook page is also an area that parents can communicate and receive communication shared by the school.
- Mindfulness for Parents: Provided by Mindful Life Project workshops geared in support of parents during Distance Learning and COVID-19
- Parent Wellness Survey is provided to parents to complete bi-monthly to gather input on the needs of parents as related to resource needs and COVID-19 support.

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 (School Year 2020-2021)
Ida Jew Academy continues to strive to provide a safe and engaging learning environment for all students and their families . We are putting various preventive efforts in place to improve school climate. Some of the activities include recognizing students for good attendance, academic and citizenship throughout the year. We are in our sixth year implementing a Positive Behavioral Interventions and Support Program referred to as (PBIS) and Building Effective Schools Together (BEST) .

IJA follows tenants of Peace Builders. We have also incorporated BEST practices (PBIS- Positive Behavioral Interventions and Supports), and focus on three overall expectations (Be Respectful, Be Responsible, and Be Safe). Our School provides a safe and engaging learning environment. We have various preventive efforts such as activities that focus on improving our school climate. We strive to create a school culture of inclusive practices and highlight student connection to the campus in a virtual environment. During distance learning, we provide virtual rallies, movie nights and school wide distributions that include activities for students to do in a home setting.

We have an after school program to provide additional tutoring support for our students. The Mt. Pleasant After-school Program (MPAS) enrolls approximately 32 students. This program provides a learning lounge for homework/study opportunities.

Ida Jew Academy provides a safe and engaging learning environment for all of our students. The district installed a 180 degree camera to monitor our campus. We have two custodians who help to make sure our school is a clean and safe learning environment for our students. All visitors are required to enter the building through the front door, sign in and wear a visitor's pass. The site works closely with the San Jose Safe School Campus coalition and community based organizations to assist with school and community issues.

A "No bullying" policy is strictly adhered to and students who violate the policy are given a harassment advisory. Continued problems in this area may result in a meeting with parents, the school psychologist, referral for counseling, suspension, or expulsion from school. We also have counselors on site to help with bullying prevention and to improve our students social skills. We have San Jose Safe School Campus do Anti-Bullying presentations for all of our students. We have implement the Kindness Week Challenge to encourage the tenants of the "3 Bs" that are also inline with MPESD online expectations. To accommodate the distance learning virtual environment we have implemented the online positive behavior expectations.

Parents are informed of school activities, parent meetings, important dates, academic requirements, and rules via newsletters, school-wide phone blasts, postings on the school web site, postings on Facebook, student handbook, parent handbook and district policy handbook. Our office is always open to parents who have questions, and we encourage parents to request meetings with their child's teachers. Announcements are done on a weekly basis where student council is responsible for creating and deploying the information to students. Within these messages, student council representatives also make sure they reinforce BEST practices and expectations.

We have counseling services provided by a district counselor and additional providers. In addition we offer Preventative Early Intervention classes for at risk families sponsored by the Alum Rock Counseling Center and funded through Mental Health funding. We have implement a bimonthly wellness survey to our families to assess the needs of our families during distance learning. The wellness survey includes a follow up with both the family case manager and community based organizations and resource support.

Campus Supervisor:
As part of the integrated PBIS model and schools 3 B's the campus supervisor provides supervision for the school and works in partnership to assess areas of need and actively builds school culture.

Emergency Preparedness:
Annual Drills are provided in union with the San Jose Safe School Campus Initiative and ICS Incident Command Systems twice a year for Run Hide Defend and monthly fire drills. The school also participates in The Great Shake Out each year in support of earthquake preparedness.

Suspensions and Expulsions
(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	1.4	2.0	3.3	4.7	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	2.2	5.0	2.5
Expulsions	0.0	0.0	0.1

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 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 2019-2020 school year compared to prior years.

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 Pupils to Academic Counselor (School Year 2019-2020)

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 2019-2020)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	.5
Psychologist	.5
Social Worker	
Nurse	.2
Speech/Language/Hearing Specialist	.25
Resource Specialist (non-teaching)	1
Other	1

*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	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+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
K	23		4		21	2	2		21	1	3	0
1	23		3		23		3		17	3	0	0
2	21	1	1		26		2		22	1	2	0
3	22		3		23	1	2		21	1	2	0
4	24		3		29		2		24	1	1	0
5	26		2	1	28		3		23	1	2	0
6	29		3		19	2	3		34	0	0	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 (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

The Mt. Pleasant School District has consistently focused their staff development efforts to address the needs of the students and teachers to increase student achievement, address the Social Emotional needs of the students, and support teachers to use Culturally Relevant instruction and behavior strategies to engage students academically. In the past three years, the professional development focus for teachers has been to support teachers with the implementation of the newly adopted English Language Arts and Mathematics curriculum.

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.

During the 2020-2021 school year:

In response to the impact of COVID -19 professional development was designed in support of Distance Learning within the virtual education environment. Teachers and staff were provided training that best supported the needs of Distance Learning through the Learning Management System (LMS) Canvas and associated professional development to support student access and engagement. Detailed below is an overview of district wide provided professional development in union with the Mt. Pleasant School District. The Instructional Technology Learning Cohort (ITLC) a group of teachers comprised of all respective schools in the MPESD also provided support through integrated teaching and learning.

Teachers in grades TK-8 were trained on LMS Canvas by the Krause Center for Innovation and by our District Instructional Technology Leadership Cohort on the dates below:
- August 13, 14, 25, 27 - Creating Canvas Account, Making Pages, Homepage, Assignments & Announcements
- September 17, 24 - Review PDs on Making Pages, Homepage, Assignments & Announcements
- October 1, 8, 15 - Modules, Quizzes, Canvas Review, & Big Blue Button

Curriculum and Instruction/ Integrated Apps Professional Development to Support Distance Learning
- Nearpod (Canvas integrated app)

All certificated staff received training on Nearpod on October 29, 2020 and January 7,2021.
- Learning A-Z

TK-5th grade and SEI teachers were trained on Learning A-Z on December 10, 2020.
- Sports for Learning - PE & SEL

All certificated staff received training on Sports for Learning on January 14, 2021.
- Language Dives

All certificated teachers received training on creating language dives by EL Curriculum Staff and District Language Dive Cohort Members on January 4, 2021.

Collaboration Partnership Professional Development with local Districts and Schools:
- East Side Alliance Impact Middle School Meetings (6th grade - 8th grade):
September 22, October 7, December 2, February 24, March 24 & May 26
- East Side Alliance Impact Meetings (TK - 8th grade):
December 8, April 12 & June 9
- East Side Alliance Assessment for Learning Series (3rd grade - 8th grade):
November 10, December 15, January 26 , April 14 & May 5

District and Local Assessment Professional Development:
- Edcite (Online Assessment Platform)
Third through 8th grade teachers received training on Edcite on November 5, 2020.
- Benchmark ORR
TK through 2nd grade teachers and TK- through 5th grade ALAS teachers including SAI teachers received training on Benchmark ORR's platform and assessments.

November 5, 2020 & January 19, 2021

Professional Development on Diversity, Equity, Inclusion and Belonging:
- Circled Up
All certificated and classified staff received training on diversity, equity, inclusion, and belonging from Circled Up on January 4, 2021.
- Pathway to Equity Micro-Course: Valuing and Elevating Student (6th - 8th)
November 10, November 17, December 1, December 8, and December 15

Social Emotional Learning (SEL) and Mindfulness (Mindful Life Project)
- Certificated and Classified members received (4) professional development trainings on mindful practices
- Certificated teachers attended morning meetings with the Mindful Life Project and their students on mindful practices for 8 weeks
- Certificated teachers received curriculum training with a 1-1 coach and debrief on implementing mindfulness in classroom practices
ALAS Professional Development (ATDLE Conferences: Association of Two-way & Dual Language Education)
- In support of our Dual Language Immersion Spanish program (ALAS) teachers were provided the opportunity to attend (2) virtual conferences in support of the dual language program and distance learning.

FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$58,308	$50,574
Mid-Range Teacher Salary	$80,684	$76,649
Highest Teacher Salary	$112,922	$98,993
Average Principal Salary (ES)	$135,186	$125,150
Average Principal Salary (MS)	$127,489	$129,394
Average Principal Salary (HS)		$122,053
Superintendent Salary	$188,529	$193,925

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	32.0	34.0
Administrative Salaries	10.0	6.0

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

Types of Services Funded
Not applicable

FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	$14,838	$2,298	$12,540	$76,913
District	N/A	N/A	$9,770	$80,797
State	N/A	N/A	$7,750	$80,565

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	24.8	-4.9
School Site/ State	47.2	-4.6

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

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.