

# Ida Jew 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

<b>School Name</b>	Ida Jew Academy
<b>Street</b>	1966 Flint Ave.
<b>City, State, Zip</b>	San Jose, CA 95148-1213
<b>Phone Number</b>	408-223-3750
<b>Principal</b>	Gilbert Rodriguez
<b>Email Address</b>	girodriguez@mpesd.org
<b>School Website</b>	<a href="https://www.mpesd.org/Domain/9">https://www.mpesd.org/Domain/9</a>
<b>County-District-School (CDS) Code</b>	43696176048045

## 2022-23 District Contact Information

<b>District Name</b>	Ida Jew Academy
<b>Phone Number</b>	(408) 223-3710
<b>Superintendent</b>	Dr. Elida MacArthur
<b>Email Address</b>	emacarthur@mpesd.org
<b>District Website Address</b>	www.mpesd.org

## 2022-23 School Overview

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 (18) classroom teachers, a dance teacher, and a part time art teacher and a part time band teacher. Among our staff, we also have a health clerk, a part

## 2022-23 School Overview

time 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 Common Core State Standards where our focus has been on offering students ample opportunities to collaborate, communicate, critically think, and use their creativity. Our school has fully adopted the EL Education curriculum and it is now utilized in 3rd-8th grade English Language Arts classrooms. In addition, we have also adopted Benchmark Advanced/Adelante curriculum to support our students in TK-2 grade in English and TK-5 grade in Spanish.

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 engaged with 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 technology. Currently, we are fortunate to have one-to-one technology devices for each of our students. In addition, our Transitional Kindergarten through Fifth Grade Students have art, music and dance throughout the year with our Specialty Teachers and access to teacher developed electives. 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, bi-cultural 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 their one-to-one technology devices and additional learning spaces such as the science lab and MakerSpace. We provide additional academic support to our students through intervention and English Language Development (ELD) classes and after school interventions. 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 Edcite district assessments.

### After School

We have the Mount Pleasant After School (MPAS) program that serves approximately 125 students from dismissal in grades kindergarten to eighth grade. This program provides additional support with academics, enrichment opportunities and physical activities and sports. Students receive a snack meal and participate in ongoing events throughout the year. Students are able to participate in Science Olympiad Club (grades 7-8), 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 this School

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	42
Grade 1	49
Grade 2	49
Grade 3	40
Grade 4	55
Grade 5	53
Grade 6	44
Grade 7	50
Grade 8	56
Total Enrollment	438

### 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	53.9
Male	46.1
American Indian or Alaska Native	0.2
Asian	4.1
Black or African American	1.1
Filipino	0.0
Hispanic or Latino	87.7
Native Hawaiian or Pacific Islander	0.9
Two or More Races	3.2
White	1.8
English Learners	51.6
Foster Youth	0.0
Homeless	0.7
Migrant	2.1
Socioeconomically Disadvantaged	50.0
Students with Disabilities	8.4



## **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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	19.50	91.16	76.10	86.91	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	1.00	1.14	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.10	0.56	0.10	0.14	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	0.20	0.23	12115.80	4.41
<b>Unknown</b>	1.70	8.24	10.10	11.56	18854.30	6.86
<b>Total Teaching Positions</b>	21.40	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	18.70	99.36	75.90	94.96	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	1.00	1.25	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	0.10	0.20	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	0.20	0.25	11953.10	4.28
<b>Unknown</b>	0.10	0.64	2.60	3.33	15831.90	5.67
<b>Total Teaching Positions</b>	18.80	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	0.10	0.00
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	0.10	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
<b>Total Out-of-Field Teachers</b>	0.00	0.00

## 2021-22 Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0.00
<b>No credential, permit or authorization to teach</b> (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 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 2022-2023.

At the beginning of the 2022-2023 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.

<b>Year and month in which the data were collected</b>	January 2023
--	--------------

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

		Adoption ?	Assigned Copy
<b>Reading/Language Arts</b>	Benchmark Adelante TK-5th Benchmark Advance K-2 3rd-8th grade EL education	Yes	0
<b>Mathematics</b>	Eureka Mathematics; Grades K-5, adopted 2016 College Preparatory Mathematics (CPM); Grades 6-8, adopted 2016	Yes	0
<b>Science</b>	Amplify Science adopted 2021 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	Yes	0
<b>History-Social Science</b>	Studies Weekly American Legacy adopted Spring 2021 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	Yes	0
<b>Health</b>			0

### School Facility Conditions and Planned Improvements

Ida Jew Academy School houses 438 students. The 18 classrooms are wired for internet use and equipped with a flat screen Smart TV, document cameras, projectors and personal speakers for multimedia purposes. All student were provided technology of one-to-one devices in support of access to a digital learning environment. At Ida Jew Academy every teacher has a laptop and an iPad that have been distributed to each classroom in their room at all times. 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 in purchasing new picnic benches that are located throughout the quad for open air seating. Students have the opportunity to eat their meals in the cafeteria, overhang structure and in the quad where they are able to socially distance while eating. Our two playground areas: the kinder play area and on the blacktop received additional tanbark to maintain appropriate levels for play. 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.

**Year and month of the most recent FIT report**

2023 October

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
------------------	-----------	-----------	-----------	---



### School Facility Conditions and Planned Improvements

<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

### Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

### 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
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	39	N/A	36	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	28	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
<b>All Students</b>	294	288	97.96	2.04	39.37
<b>Female</b>	164	162	98.78	1.22	38.89
<b>Male</b>	130	126	96.92	3.08	40.00
<b>American Indian or Alaska Native</b>	0	0	0.00	0.00	0.00
<b>Asian</b>	15	15	100.00	0.00	73.33
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0.00	0.00	0.00
<b>Hispanic or Latino</b>	251	247	98.41	1.59	34.55
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	16	16	100.00	0.00	75.00
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	125	122	97.60	2.40	19.01
<b>Foster Youth</b>	0	0	0.00	0.00	0.00
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	148	146	98.65	1.35	31.72
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	31	31	100.00	0.00	6.45

## 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
<b>All Students</b>	294	287	97.62	2.38	27.53
<b>Female</b>	164	161	98.17	1.83	22.98
<b>Male</b>	130	126	96.92	3.08	33.33
<b>American Indian or Alaska Native</b>	0	0	0.00	0.00	0.00
<b>Asian</b>	15	15	100.00	0.00	73.33
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0.00	0.00	0.00
<b>Hispanic or Latino</b>	251	246	98.01	1.99	23.98
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	16	16	100.00	0.00	37.50
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	125	122	97.60	2.40	17.21
<b>Foster Youth</b>	0	0	0.00	0.00	0.00
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	148	146	98.65	1.35	24.66
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	31	31	100.00	0.00	6.45

## 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
<b>Science</b> (grades 5, 8 and high school)	NT	33.96	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
<b>All Students</b>	110	106	96.36	3.64	33.96
<b>Female</b>	61	59	96.72	3.28	32.2
<b>Male</b>	49	47	95.92	4.08	36.17
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	91	88	96.7	3.3	31.82
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	41	38	92.68	7.32	21.05
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	57	56	98.25	1.75	32.14
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	--	--	--	--	--

## 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%
Grade 7	98%	98%	98%	98%	98%

## 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: Lissa Oros (PTA President)/ Lissa Oros (SSC Chair)  
Parent Volunteer Coordinator: Lisa Katenhorn (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 Valle Vista and Mt. Pleasant 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.
- Parents of students who are identified as English Learners are invited to attend English Language Advisory Committee (ELAC) Council meetings.

Additional Parental Involvement Engagement Opportunities/ Resources:

- Open House and Back to School Night are virtual events that 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.

## 2022-23 Opportunities for Parental Involvement

- 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.
- 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.
- 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 the school year to provide opportunities to engage in mindfulness
- Parent Wellness Survey is provided to parents to complete quarterly to gather input on the needs of parents as related to resource needs and COVID-19 support.
- Parent Academic Fair supported with MPESD.
- 

## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	456	450	28	6.2
Female	247	245	16	6.5
Male	209	205	12	5.9
American Indian or Alaska Native	1	1	0	0.0
Asian	18	18	1	5.6
Black or African American	5	5	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	402	396	27	6.8
Native Hawaiian or Pacific Islander	4	4	0	0.0
Two or More Races	14	14	0	0.0
White	8	8	0	0.0
English Learners	232	228	12	5.3
Foster Youth	0	0	0	0.0
Homeless	2	2	1	50.0
Socioeconomically Disadvantaged	234	232	15	6.5
Students Receiving Migrant Education Services	10	9	0	0.0
Students with Disabilities	43	43	3	7.0



## 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	0.84	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	0.66	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	0.66	0.00
Female	0.00	0.00
Male	1.44	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	0.50	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	7.14	0.00
White	0.00	0.00
English Learners	0.43	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.43	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

## 2022-23 School Safety Plan

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 seventh 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 125 students. This program provides a homework center, enrichment activities and sport and outdoor play activities.

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

## 2022-23 School Safety Plan

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.

## 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	1	9	
1	17	3		
2	22	1	2	
3	21	1	2	
4	24	1	1	
5	23	1	2	
6	34			6

## 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	14	8	2	
1	18	1	2	
2	16	3		
3	20	1	2	
4	20	1	2	
5	21	1	1	
6	22	7	11	

## 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	14	2	1	
1	25		2	
2	16	2	1	
3	13	3		
4	28		1	1
5	27		2	
6	14	11	14	

## 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	

## 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	\$15,450	\$3,009	\$12,441	\$81,713
District	N/A	N/A	\$10,062	\$86,302
Percent Difference - School Site and District	N/A	N/A	21.1	-5.5
State	N/A	N/A	\$6,594	\$84,612
Percent Difference - School Site and State	N/A	N/A	61.4	-3.5

## 2021-22 Types of Services Funded

Not applicable

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

## Professional Development

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

## Professional Development

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.

During the 2021-2022 school year:

August 6, 2021 - Social Emotional Learning with Roni Habib 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

## Professional Development

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

East Side Alliance Impact Middle School Meetings (6th grade - 8th grade):

September 24, October 19, November 9, December 14, January 18, February 15, March 15, April 12, & May 17

East Side Alliance Assessment for Learning Series (3rd grade - 8th grade):

November 9, December 7, January 25, April 12 & May 10

Social Emotional Learning (SEL) and Mindfulness (Mindful Life Project)

- Certificated and Classified members received (3) professional development trainings on mindful practices
- Certificated teachers attended student assemblies with the Mindful Life Project and their students on mindful practices during each trimester
- Certificated teachers had mindfulness trainings held in their classrooms through class demos on how to lead a mindfulness lesson

School 2 Home Certificated Professional Development

- Assess the teaching staff's technology skills and knowledge to identify strengths and areas for which teachers want and need more support
- Customize the School2Home Professional Learning Modules to meet the school needs and align the Modules to other professional learning opportunities
- Identify strategies for highlighting teachers that are integrating technology into their daily instructional practices successfully
- Meeting dates: November 9, January 20, February 17, March 29, April 14, May 3

During the 2022-2023 School year the following was provided:

Management PD topics and dates: 2022-2023

ELD and ELPAC Workshop with SCCOE on August 30, 2022

Management and Teachers PD topics and dates:

July 15-17, 2022

AVID Summer Institute for RS and AB teachers

August 15, 2022

Mandated Reporting

Grade TK teachers on Desired Results Developmental Profile

Grades K-8 teachers on i-Ready Getting Good Data

Grades TK-2 teachers on Early Literacy/Best Practices/Dyslexia/Science of Reading

Grades TK-8 on Conscious Classroom Management (procedures, relationships, consequences, and de-escalations)

Grades TK-8 on Crew (Modeling, Participating, and Planning)

October 10, 2022

Grades K-8 i-Ready Using Data to Plan for Instruction

November 3, 2022

Grades K-2 Benchmark Advance ELD/Charting ELD Standards

Grades 3-5 Language Dives

January 9, 2022

Grades K-8 i-Ready Toolkit

Grades K-8 SELPA: Emotional First Aid, Power Struggle, and Behavior Support Techniques

Classified Staff

Here are the professional developments we've had for our classified staff for the 2022-2023 school year.

August 15, 2022

Mandated Reporting

Grades TK-8 on Conscious Classroom Management (procedures, relationships, consequences, and de-escalations)



## Professional Development

January 9, 2022

Grades K-8 SELPA: Emotional First Aid, Power Struggle, and Behavior Support Techniques

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

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