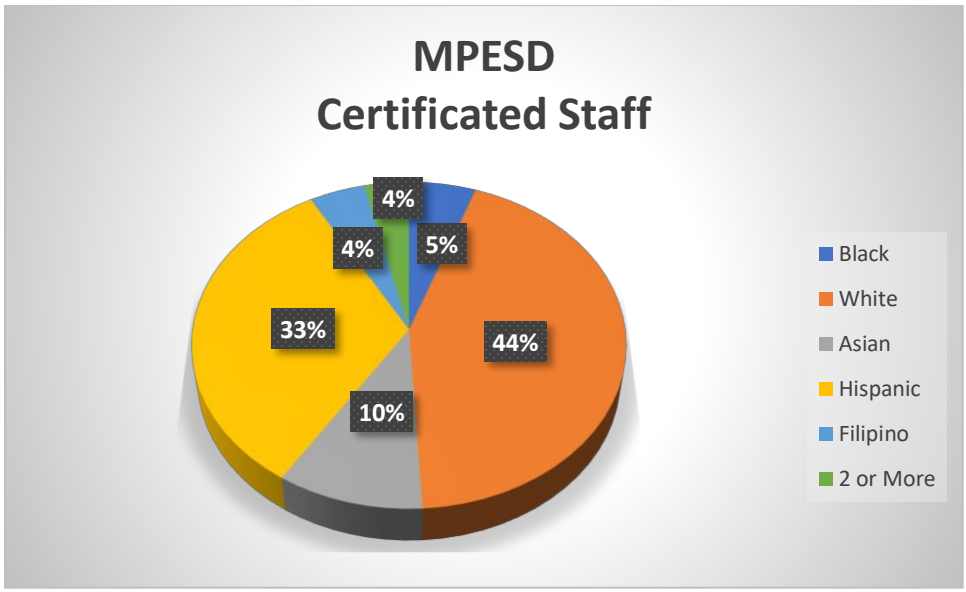
The Mount Pleasant Elementary School District is deeply committed to providing educational equity for students to access what they need to develop their full academic and social potential. Educational equity means that the Board supports systems and policies that ensure that all students experience:

- standards-based, content-rich, culturally affirming curriculum; removing the predictability of success or failure that currently correlates with any social, cultural, or racial factor
- a learning environment that models an anti-racist, compassionate, and inclusive school culture that fosters positive identity through belonging, purpose, and agency, interrupting inequitable practices, examining biases, and creating inclusive multicultural school environments for adults and children, and
- opportunities to discover and cultivate every human's unique gifts, talents, and interests.

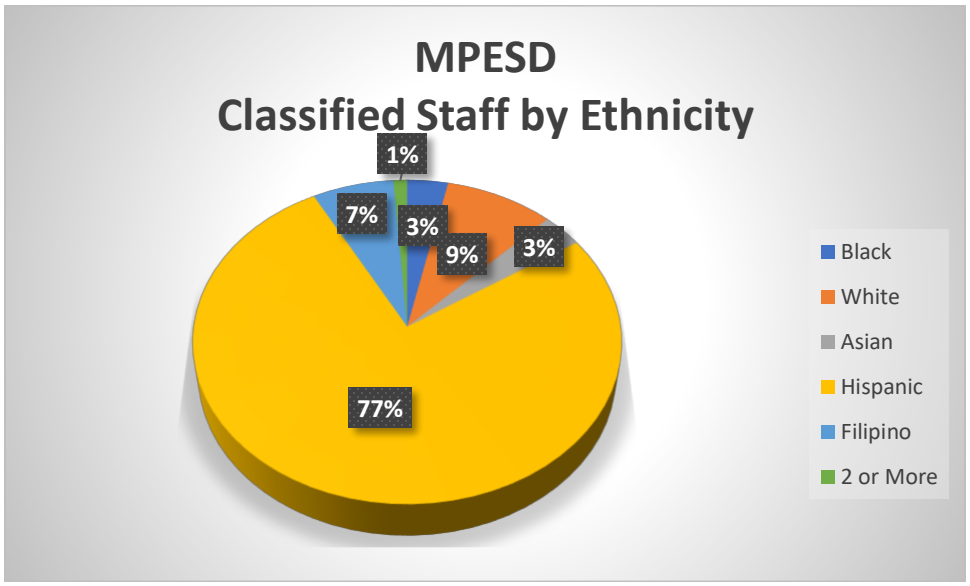
In short, *"The Mt. Pleasant School District is actively committed to transforming district systems and policies to create and model an* ***anti-racist, compassionate, and inclusive school culture where every individual is treated with dignity in our diverse community****."* ***Diversity, Equity, Inclusion, and Belonging (DEIB) are core values at MPESD.***

Each Mt. Pleasant employee is expected to model the district's values and support the Board's goal and purpose in creating a learning environment where Diversity, Equity, Inclusion, and Belonging are core values that promote student achievement and meet our students' emotional and physical needs. As a result, MPESD's site administrators play a key role in the implementation of major human capital strategies that support the hiring a diverse workforce.

With this in mind, another challenge that we face is the ability to hire employees that represent our student population. Historically, our teaching force has primarily been comprised of white females. Since the major economic downfall of 2007 and 2008, enrollment in teacher preparation programs has steadily declined, as illustrated on the chart below.



Juxtaposed to the above, our classified staff has primarily consisted of people of color. These positions are some of our lowest paying jobs, which have a high turnover rate. An added challenge is filing positions where a college degree is not required. Additionally, the candidates applying for theses positions may be limited to the minimum language skills required for the position making it difficult for advancement.



As the above table indicates, our students' ethnicity is not reflective of our current workforce. In an effort to address this, we have strategically developed and recruitment plan that has short-and-long-term goals, which takes a multi-faceted approach to hiring bilingual (Spanish/English, Chinese/English, and Vietnamese/English) staff at the various classifications: certificated, administrative and classified.

Because of our large number of Second Language Learners, MPESD strives to meet its most immediate needs such as: teachers, counselors (mental health and academic counseling), instructional aides, yard duty supervisors, before and after school support programs, just to name a few.

School Site	Hispanic	Black	White	Asian Indian	Chinese	Vietnamese	Two or More Races
August Boeger	59.55%	1.80%	2.70%	0.67%	1.35%	11.46%	15.73%
Ida Jew Academy	63.17%	1.12%	1.79%		0.45%	2.23%	27.90%
Mt Pleasant	65.38%	0.77%	2.31%	1.15%	0.77%	5.00%	20.00%
Robert Sanders	63.46%	1.42%	3.12%	0.28%	0.28%	8.50%	18.98%
Valle Vista	37.11%	4.69%	4.69%	1.95%	0.78%	19.14%	19.53%
Note: If population is less than 5% data is not shown							

Recruitment: Post COVID-19, the District has participated in both virtual and in-person job fairs for the hiring of both classified and certificated staff. The District is currently offering a $250 stipend to substitute teachers who work 20 consecutive days in one assignment and another $250 if they commit to another 20 consecutive day assignment. In addition, MPESD is providing the following additional annual stipend incentive for those "hard to fill" positions:

Teachers who possess a valid BCLAD teaching credential	$2,000
Teachers who teach in a Special Education position	$5,000
Teachers who teach in a single math or science position	$2,000
Speech & Language Pathologist	$5,000

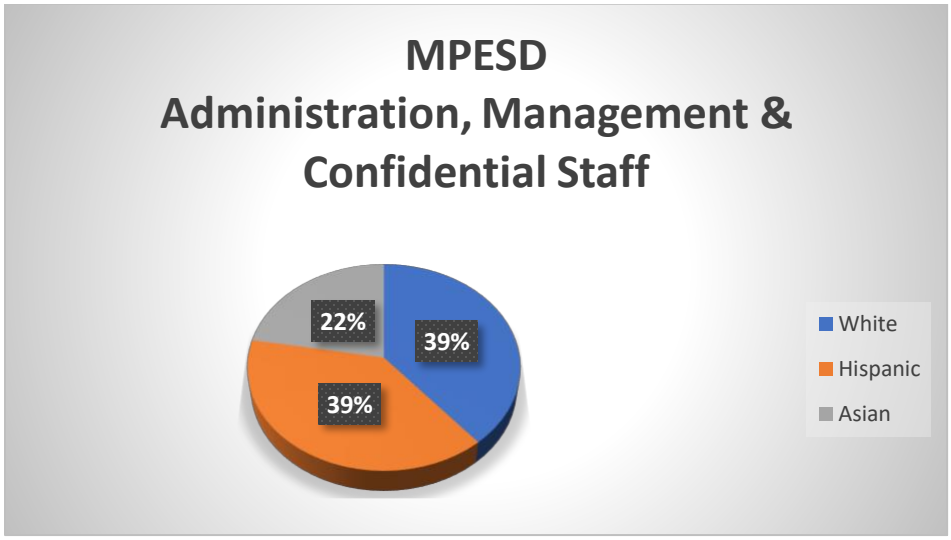
In addition, the District has expanded the number of early contracts to include hiring Student Teachers when they complete their student teaching experience, including offering contracts for mid-year placements. Similarly, the District has expanded its recruitment efforts to include sponsoring H1-B visas to qualified teachers desiring to work in the United States.

Testing: The District has revamped the translating and interpreting required tests for classified bilingual positions in order to ensure the test is needed and meets skill qualifications of all classified postings. Testing is available on an ongoing basis and by appointment.

Salary: The District has made a conscious effort to increase the salary of teachers who have over 6 years and less than 10 years of teaching experience to ensure that we compete with neighboring elementary school districts.

Administration: The District has been partnering with the SCCOE EPIC program to encourage teachers to complete their Administrative Credential. This Program should be funded by the District and the recruitment of candidates should be open to all to apply who meet the criteria of the program. However, the District plans to make available an In-House Administrative

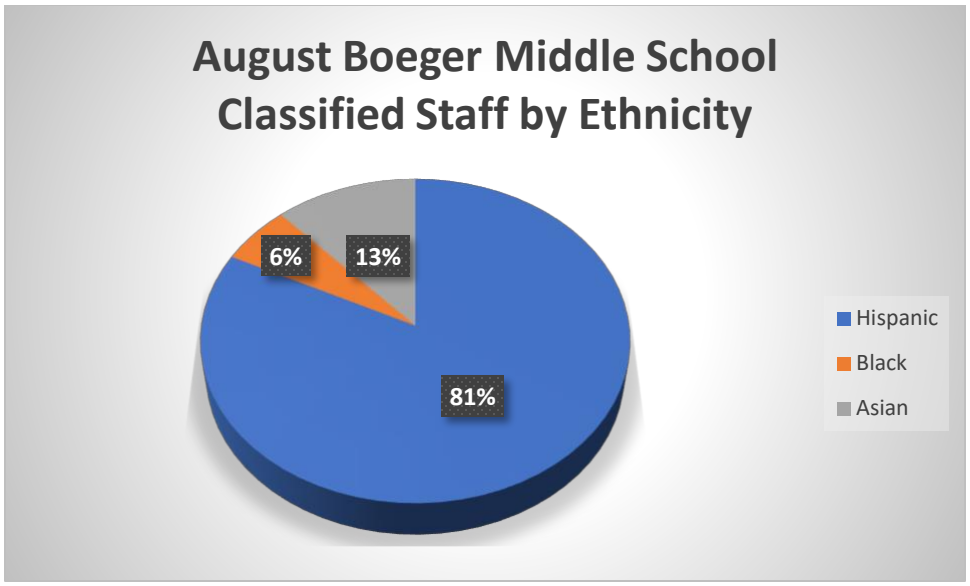
Program, whereby administrative credentialed members can participate and receive hands-on training that will best prepare them to become effective site administrators, as openings arise.

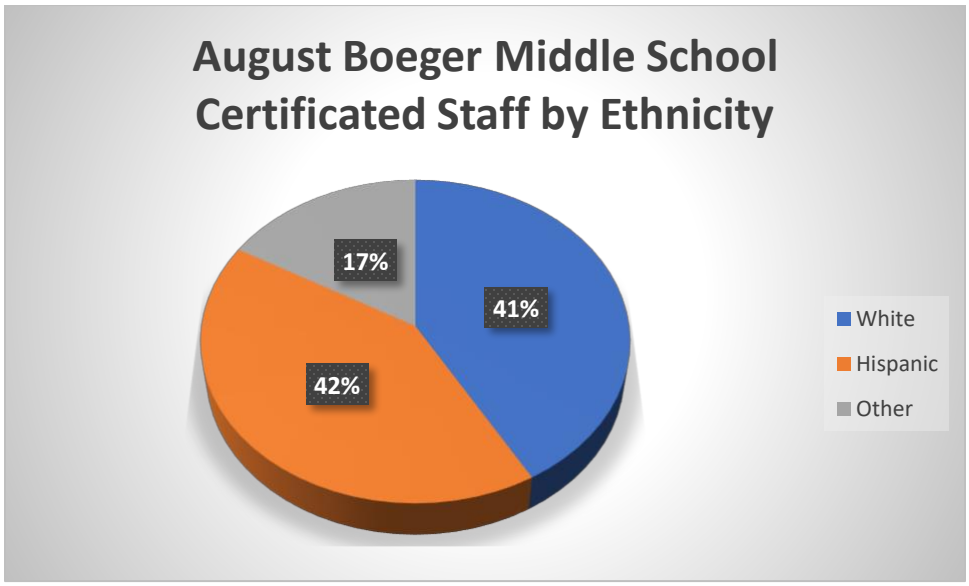


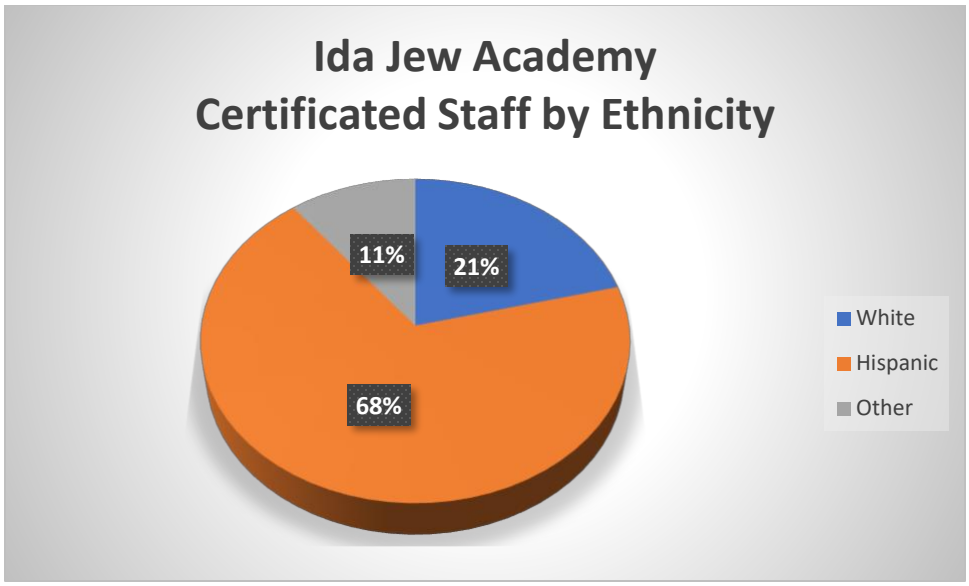
College Partnerships: The District is in the process of partnering with other districts and institutions of higher education via State grants, such as the Teacher Residency Capacity Grant and the Early Education Teacher Development Grant.

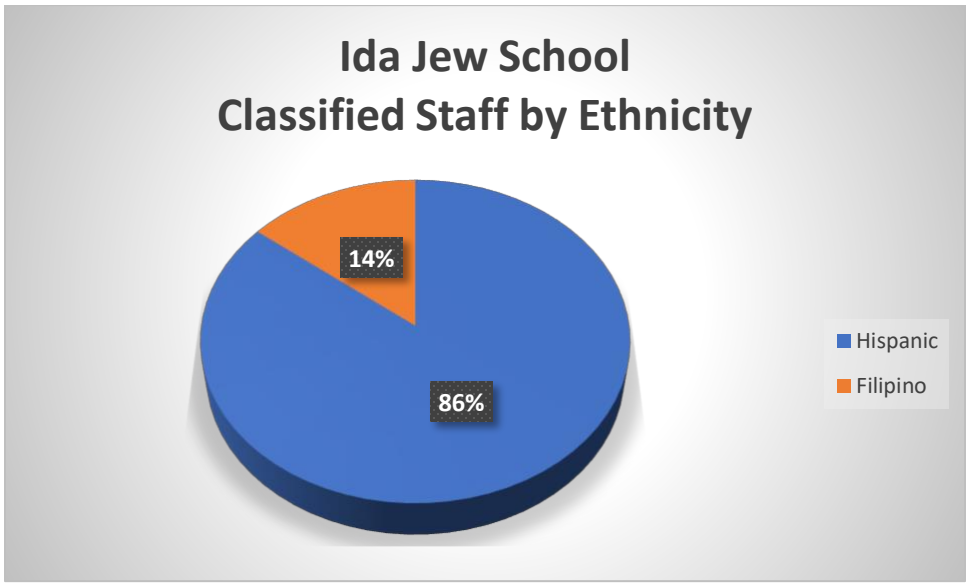
Board Policy: The District should consider adding language to Board Policy 4111 Recruitment and Selection and to Board Policy 0105 Equity that allows for specific language requirements for jobs that require outward facing stakeholder engagement based on the top three languages spoken within the District based on student demographics.

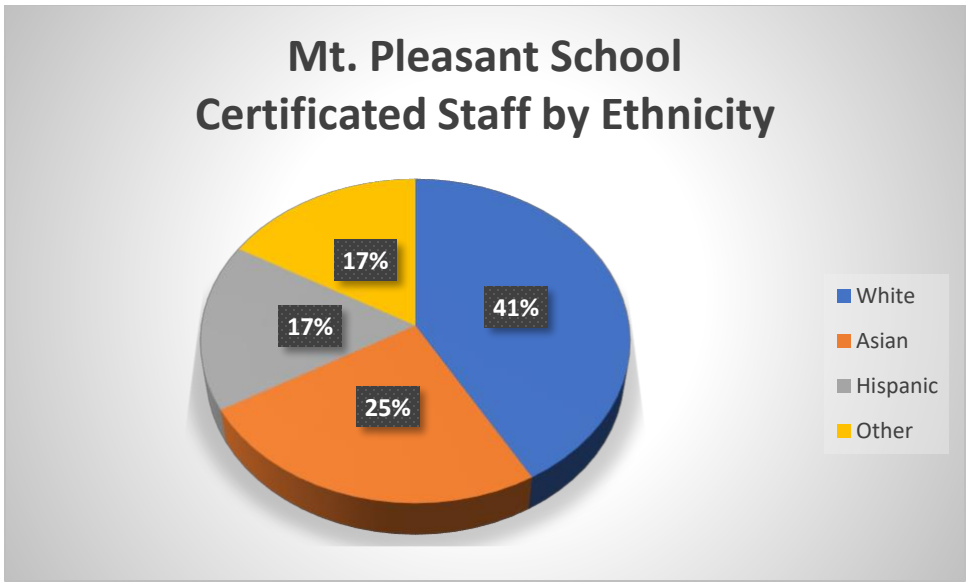
The following charts show the demographics of staff by school:

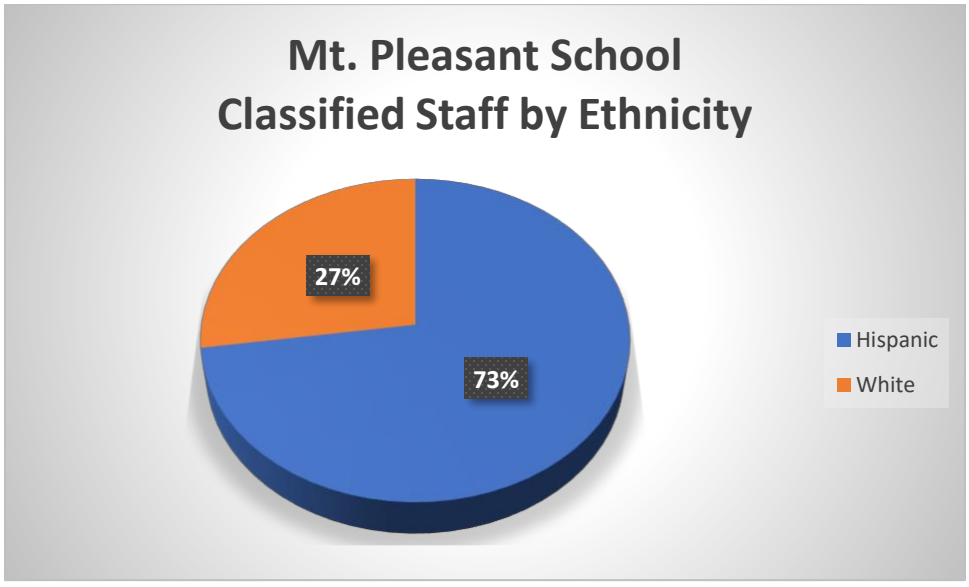

August Boeger Middle School
Classified Staff by Ethnicity
6%
13%
81%
Hispanic
Black
Asian

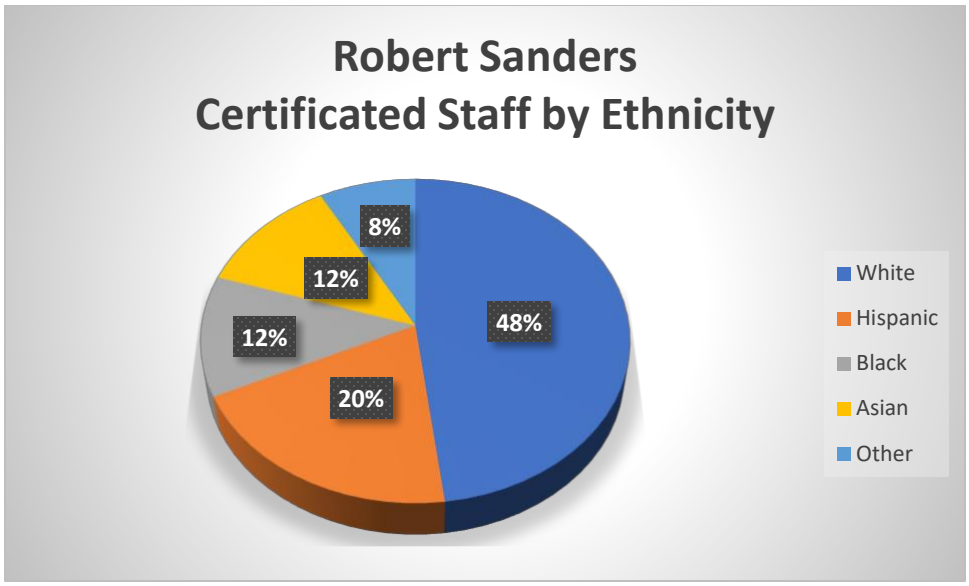

August Boeger Middle School
Certificated Staff by Ethnicity
17%
41%
42%
White
Hispanic
Other

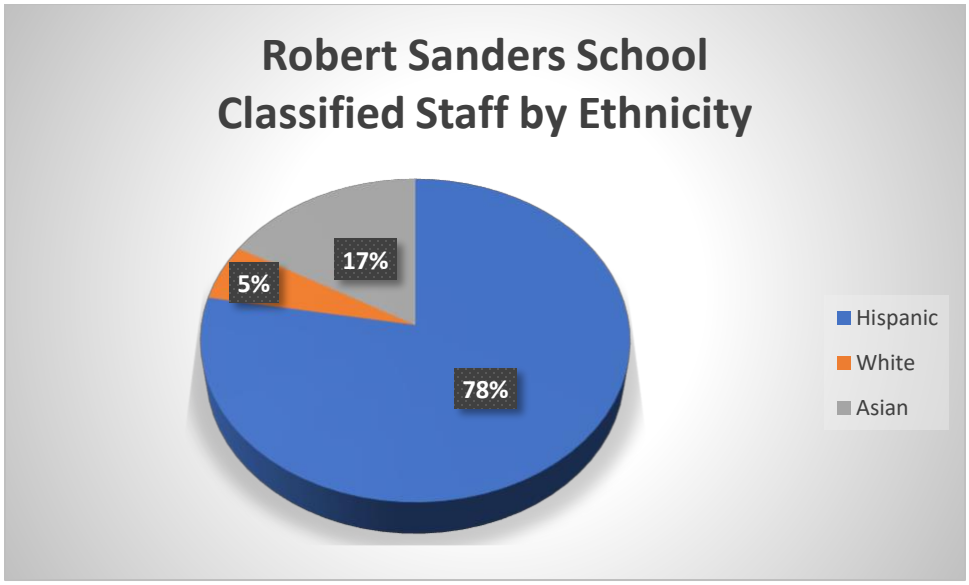

Ida Jew Academy
Certificated Staff by Ethnicity
11%
21%
68%
White
Hispanic
Other

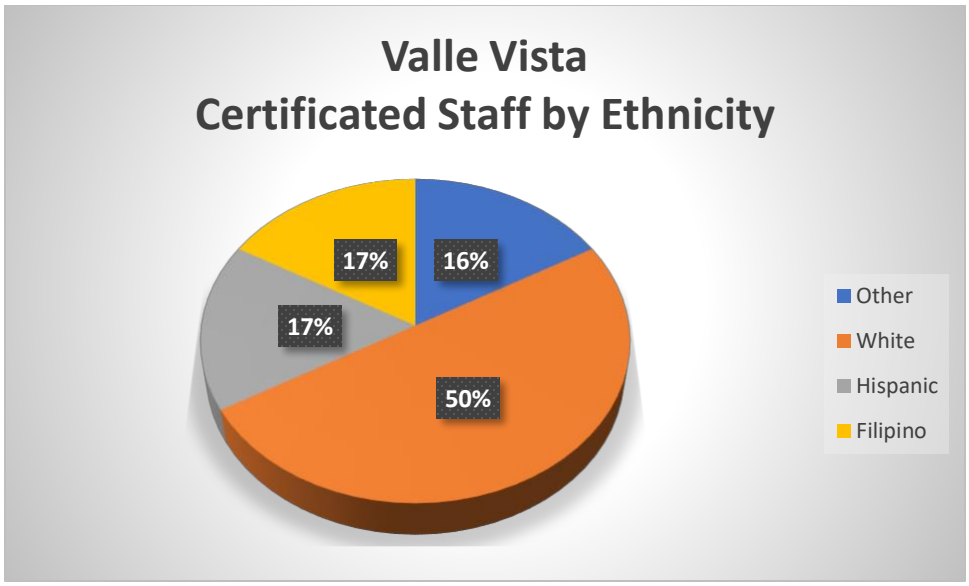

Ida Jew School
Classified Staff by Ethnicity
14%
86%
Hispanic
Filipino

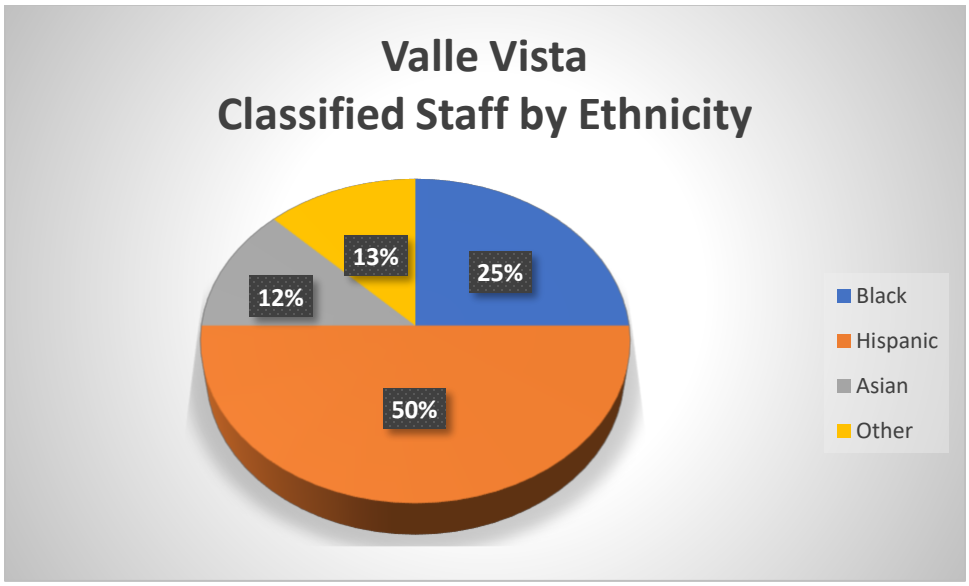

Mt. Pleasant School
Certificated Staff by Ethnicity
17%
41%
17%
25%
White
Asian
Hispanic
Other


Mt. Pleasant School
Classified Staff by Ethnicity
27%
73%
Hispanic
White


Robert Sanders
Certificated Staff by Ethnicity
8%
12%
12%
48%
20%
White
Hispanic
Black
Asian
Other


Robert Sanders School
Classified Staff by Ethnicity
17%
5%
78%
Hispanic
White
Asian


Valle Vista
Certificated Staff by Ethnicity
16%
50%
17%
17%
Other
White
Hispanic
Filipino


Valle Vista
Classified Staff by Ethnicity
25%
50%
12%
13%
Black
Hispanic
Asian
Other