Ida Jew Academy
2023-2024 School Accountability Report Card
(Published During the 2024-2025 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. A hard copy of the School Accountability Report Card is available at your School Office, upon request.
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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

2024-25 School Contact Information

School Name	Ida Jew Academy
Street	1966 Flint Avenue
City, State, Zip	San Jose, CA 95148-1213
Phone Number	408-223-3750
Principal	Dr. Anthony Oskar Alvarado
Email Address	aalvarado@mpesd.org
School Website	https://www.mpesd.org/ijavve
Grade Span	K-8
County-District-School (CDS) Code	43696176048045

2024-25 District Contact Information

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

2024-25 School Description and Mission Statement

IJA Background:

Ida Jew Academy, a Dependent Charter School, transitioned from an intermediate school during the 2009-2010 school year. Originally organized into three distinct academies—Dual Language Academy, Visual and Performing Arts Academy, and STEM Academy—it unified in 2015 as a STEAM/ALAS school. This unified model integrates Academic Language Acquisition in Spanish (ALAS), Visual and Performing Arts (VAPA), and STEM. In March 2020, the Mt. Pleasant Elementary School District renewed the school's charter for the period of July 1, 2020, through June 30, 2025.

As of the 2023-2024 school year, Ida Jew Academy operates across two campuses: IJAVVE (Ida Jew Academy and Valle Vista Elementary) and MPIJA (Mt. Pleasant Elementary and Ida Jew Academy). The IJAVVE campus hosts STEAM, VAPA, and ALAS programs for grades 6-8, while the MPIJA campus focuses on the ALAS program for grades TK-5.

About Our School:

Ida Jew Academy and Valle Vista Elementary is a TK-8th dependent charter school (IJA) and a public school (VVE) located in the Mount Pleasant Elementary School District. We serve a diverse student population and offer a coordinated instructional program for all grade levels. We are dedicated to creating a safe and caring environment. Through a problem-solving culture, data-driven decisions, and a holistic approach to student well-being, we stand out. The committed staff, comprising teachers, support staff, and administrators, collaboratively ensure that every student feels respected and valued. In addition to the programs in STEAM, Spanish-Dual Language Immersion, and Visual and Performing Arts, the school prioritizes a positive and inclusive educational experience.

Why IJAVVE?

IJAVVE fosters community engagement with opportunities for parent involvement in committees and school events. Students have access to diverse activities, including sports, council roles, and cultural events, encouraging active participation. The school's varied programs like STEAM challenges, art fairs, and science fairs promote creativity and teamwork among students.

Vision

Through our intentional efforts toward 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 our intentional efforts toward 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.

Curriculum

Benchmark Adelante TK-5th Grades (ELA)
Benchmark Advance K-2 Grade (ELA)
EL Education 3rd-8th Grades (ELA)
Eureka Mathematics K-5th Grades (Math)
College Preparatory Mathematics [CPM]
6th-8th Grades (Math)
Amplify Science (Science)
Studies Weekly American Legacy (History-Social Science)

Electives & Specialties for Middle School

Leadership
School Support
Multimedia
Interactive Science
Coding
STEAM
Ethnic Studies
Student of Promise
ALAS: Spanish
Dance
Band
Art

Student Supports

Crew Lessons (SEL & Community Building)
Mindfulness Coach
1:1 Chromebook/iPads for all students

2024-25 School Description and Mission Statement

Counseling-Counselors / Family Case Manager
After-School / Before-School Supports: MPAS
& Sunrise Club - academic and enrichment
Student Support Team (SST)
RSP / Speech for Students with IEPs
Accommodation and modifications for students with IEPs, 504 Plans, and in the SST process
Interventions - Reading Interventions, Air
Tutors, Reading Partners, ELOP After-School Tutoring
Student Recognitions - Students of the Month, Trimester Awards

Opportunities for Parent Involvement

School Site Council
English Language Advisory Committee
Coffee with the Principal
Parent-Teacher Association
Volunteering at School & Events
Attending Middle School Sports Events
Parent Academic Fair

Opportunities for Student Involvement

Student Council
Safety Patrol
Middle School Sports: Cross Country,
Basketball, Volleyball, Soccer, Track & Field
Field Trips & School Assemblies
School-wide events and programs: Welcome
Back Night, Back to School Night, Multicultural
Day, Costume Parade & Harvest Festival,
Holiday Sing-Along, Movie Nights, Drama Play, Choir, Robotics. STEAM Challenges, Art Fair, Science Fair, Weekly Student
Announcements, Dances, and many more.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	63
Grade 1	39
Grade 2	42
Grade 3	51
Grade 4	37
Grade 5	37
Grade 6	59
Grade 7	46
Grade 8	36
Total Enrollment	410

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	52
Male	48
Asian	4.1
Black or African American	1.2
Hispanic or Latino	90.7
Native Hawaiian or Pacific Islander	0.2
Two or More Races	2.2
White	0.2
English Learners	47.1
Homeless	8.3
Migrant	2.9
Socioeconomically Disadvantaged	62.7
Students with Disabilities	8

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	19.50	91.16	76.10	86.91	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	1.00	1.14	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.10	0.56	0.10	0.14	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	0.20	0.23	12115.80	4.41
Unknown/Incomplete/NA	1.70	8.24	10.10	11.56	18854.30	6.86
Total Teaching Positions	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	18.70	99.36	75.90	94.96	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	1.00	1.25	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	0.10	0.20	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	0.20	0.25	11953.10	4.28
Unknown/Incomplete/NA	0.10	0.64	2.60	3.33	15831.90	5.67
Total Teaching Positions	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.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	15.80	79.97	63.70	82.10	231142.40	100.00
Intern Credential Holders Properly Assigned	0.40	2.22	2.60	3.43	5566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.40	7.06	5.90	7.72	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	0.50	0.64	11746.90	4.23
Unknown/Incomplete/NA	2.10	10.70	4.70	6.08	14303.80	5.15
Total Teaching Positions	19.80	100.00	77.60	100.00	277698	100

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	2022-23
Permits and Waivers	0.00	0.00	1.4
Misassignments	0.10	0.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.10	0.00	1.4

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	0.00	0

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0	0

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The district adopted instructional materials aligned with 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 with 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.

Year and month in which the data were collected	January 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Adelante TK-5th Benchmark Advance K-2 3rd-8th grade EL education	Yes	0
Mathematics	Eureka Mathematics; Grades K-5, adopted 2016 College Preparatory Mathematics (CPM); Grades 6-8, adopted 2016	Yes	0
Science	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

History-Social Science	Studies Weekly American Legacy adopted Spring 2021	Yes	0
	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		

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

School Facility Conditions and Planned Improvements

Ida Jew Academy and Valle Vista Elementary (IJAVVE) serve a combined total of 460 students across 20 classrooms, including a TK-8th grade continuum and one Special Day Class (SDC). The campus is fully equipped with modern technology to support a dynamic digital learning environment. Each classroom features internet connectivity, flat-screen Smart TVs, document cameras, projectors, and personal speakers for multimedia purposes. Additionally, every student has access to a one-to-one device, ensuring equitable access to digital resources. Teachers are provided with both laptops and iPads, available in each classroom at all times.

The campus is well-maintained, featuring clean and orderly facilities that adhere to district maintenance and operations standards. The beautifully landscaped grounds include a central quad area surrounded by primary and early elementary classrooms, complete with newly added picnic benches for open-air seating. Students can enjoy their meals in the cafeteria, under the overhang structure, or in the quad, allowing for socially distanced seating options.

The campus also features two playground areas—the kindergarten play area and the blacktop—which are regularly maintained with fresh tanbark to ensure safety. Two water hydration stations are located in the quad, enabling students and staff to refill water bottles while offering data-tracking opportunities for integration into math and science activities.

In 2020, the quad's four individual student restrooms were renovated into two larger, updated facilities, completed in the fall. With the passing of a new bond measure in November 2024, additional improvements are underway. Renovation projects scheduled for summer 2025 include roofing, painting, and upgrades to the playground structure. These enhancements are designed to align with 21st-century educational standards and continue IJAVVE's commitment to providing an exceptional learning environment for students.

While the ALAS program for TK-5th grade has transitioned to the MPIJA campus, IJAVVE remains a vibrant and collaborative space for STEAM, VAPA, and general education students. These efforts reflect the school's dedication to fostering a thriving, inclusive community.

| Year and month of the most recent FIT report | July 18, 2024 |

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			

School Facility Conditions and Planned Improvements

Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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).

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.

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	31	29	30	29	46	47
Mathematics (grades 3-8 and 11)	28	22	22	20	34	35

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	271	266	98.15	1.85	28.68
Female	143	139	97.20	2.80	36.23
Male	128	127	99.22	0.78	20.47
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	247	242	97.98	2.02	27.39
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--

White	--	--	--	--	--
English Learners	111	107	96.40	3.60	5.66
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	107	103	96.26	3.74	19.61
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	28	28	100.00	0.00	3.57

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	271	268	98.89	1.11	22.39
Female	143	142	99.30	0.70	19.72
Male	128	126	98.44	1.56	25.40
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	247	244	98.79	1.21	19.67
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	111	109	98.20	1.80	2.75
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0

Socioeconomically Disadvantaged	107	106	99.07	0.93	13.21
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	28	28	100.00	0.00	3.57

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.

Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	25.23	23.68	16.43	14.91	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	76	76	100.00	0.00	23.68
Female	45	45	100.00	0.00	17.78
Male	31	31	100.00	0.00	32.26
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	69	69	100.00	0.00	20.29
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	0	0	0	0	0
English Learners	28	28	100.00	0.00	3.57
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	27	27	100.00	0.00	18.52
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2023-24 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.   The administration of the PFT requires only participation results 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

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.

2024-25 Opportunities for Parental Involvement

Opportunities for Parent Involvement

School Site Council
English Language Advisory Committee
Coffee with the Principal
Parent-Teacher Association
Volunteering at School & Events
Attending Middle School Sports Events
Parent Academic Fair

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	438	425	103	24.2
Female	229	222	53	23.9
Male	209	203	50	24.6
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	18	18	3	16.7
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	399	386	93	24.1
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	214	210	55	26.2
Foster Youth	--	--	--	--
Homeless	46	45	12	26.7
Socioeconomically Disadvantaged	279	269	71	26.4
Students Receiving Migrant Education Services	12	12	1	8.3
Students with Disabilities	47	45	10	22.2

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0.66	0.42	1.6	2.15	2.7	2.62	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0.06	0.11	0.06	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.60	0.00
Female	0.44	0.00
Male	2.87	0.00
Non-Binary	0.00	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	1.75	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	1.87	0.00
Foster Youth	0.00	0.00
Homeless	2.17	0.00
Socioeconomically Disadvantaged	2.51	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	4.26	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

IJAVVE 2024-2025 Safety Plan

Ida Jew Academy and Valle Vista Elementary (IJAVVE) prioritize creating a safe and engaging learning environment for all

students and their families. Through preventive efforts and collaborative practices, the schools work to foster a positive school climate and culture of inclusivity.

Positive School Climate
IJAVVE has implemented the Positive Behavioral Interventions and Supports (PBIS) program, also known as Building Effective Schools Together (BEST), for seven years. This program reinforces three core expectations: Be Respectful, Be Responsible, and Be Safe. Both campuses adhere to the principles of Peace Builders, incorporating activities that recognize students for good attendance, academic achievements, and citizenship. The schools have introduced initiatives like Kindness Week to reinforce these values and align them with both in-person and virtual learning environments.

Student Support Programs
The Mt. Pleasant After-school Program (MPAS) serves approximately 125 students, offering homework support, enrichment activities, and opportunities for sports and outdoor play. Counseling services are available through district counselors and community partnerships, including Preventative Early Intervention classes sponsored by the Alum Rock Counseling Center. Families in need receive additional support through bi-monthly wellness surveys and follow-up services with case managers and community-based organizations.

Campus Safety and Supervision
The IJAVVE campus is equipped with a 180-degree surveillance camera to monitor activities and ensure safety. Two custodians maintain clean and safe facilities daily. Visitors are required to sign in, enter through the front office, and wear a visitor's pass. A dedicated campus supervisor plays a key role in implementing the PBIS model and addressing safety needs, working collaboratively to enhance school culture.

Anti-Bullying and Social Skills Development
A strict "No Bullying" policy is in place, with clear consequences and counseling support to address issues. Anti-bullying presentations are conducted annually through the San Jose Safe School Campus initiative, and students are encouraged to embody kindness and inclusion.

Communication and Family Engagement
Parents are regularly updated on school activities, rules, and expectations through newsletters, school-wide phone messages, social media posts, handbooks, and weekly announcements created by the student council. The school office remains open and accessible to parents for questions and support.

Emergency Preparedness
IJAVVE conducts regular emergency drills, including Run, Hide, Defend scenarios, monthly fire drills, and participation in the Great ShakeOut earthquake preparedness program. These activities align with the ICS Incident Command System and district safety protocols.

Facility Enhancements
Recent updates include newly renovated restrooms in the quad area, two hydration stations for students and staff, and refreshed tanbark in playground areas to ensure safe play. With the passing of the November 2024 bond measure, additional renovations are planned for summer 2025, including roofing, painting, and improvements to playground structures.

IJAVVE remains dedicated to providing a secure, inclusive, and engaging environment that supports the academic, social, and emotional growth of all students.

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.

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	

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	12	4	1	
1	13	2	1	
2	16	2	1	
3	14	3		
4	9	4		
5	15	4		
6	17	11	13	

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	13	2	1	
2	14	2	1	
3	17	2	1	
4	12	3		
5	12	3		
6	19	13	12	

2023-24 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	2050

2023-24 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.9
Resource Specialist (non-teaching)	
Other	1.5

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	$17,226	$4,342	$12,884	$104,893
District	N/A	N/A	$12,264	$95,280
Percent Difference - School Site and District	N/A	N/A	4.9	9.6
State	N/A	N/A	$10,771	$94,129
Percent Difference - School Site and State	N/A	N/A	17.9	10.8

Fiscal Year 2023-24 Types of Services Funded

We have after-school intervention provided by our certificated teachers as part of the ELOP services. In addition, we added Air Tutors as a tutoring service during the school day. Additionally, we partnered with Reading Partners to provide intervention to our struggling students for reading during the school day and after school. Finally, all MPAS students were given Language Arts and Math interventions after school (MPAS Program) and before school (Sunrise Club).

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$68,868	$57,839
Mid-Range Teacher Salary	$94,145	$90,040
Highest Teacher Salary	$130,870	$118,647
Average Principal Salary (Elementary)	$126,469	$144,639
Average Principal Salary (Middle)	$146,786	$148,270
Average Principal Salary (High)	$0	$161,275
Superintendent Salary	$202,000	$229,986
Percent of Budget for Teacher Salaries	28%	31%
Percent of Budget for Administrative Salaries	7%	6%

Professional Development

Professional Development Overview (2024-2025)

At IJAVVE, professional development focuses on equipping staff with the tools and strategies to meet the diverse needs of students while fostering a positive and inclusive school culture. Specific to IJAVVE, staff participated in professional development aligned with the Energy Bus for Schools initiative, focusing on cultivating positive energy, teamwork, and student engagement through the program's five key principles. This initiative supports the school's broader goals of building an engaging, safe, and joyful learning environment.

For the Mt. Pleasant Elementary School District (MPESD), professional development for the 2024-2025 school year is designed to address instructional practices, social-emotional learning, and equity. Key district-wide training topics include:

Preschool Pyramid: Supporting early childhood educators with inclusive and equitable classroom practices.
English Language Development: Enhancing teachers' skills to support multilingual learners.
Restorative Justice: Building a school culture of accountability and healing.
EL Education Multilingual Support and Unlock Phonics: Providing tools for literacy and language acquisition.
Introduction to Generative AI: Training staff on the effective use of AI in education.
Nearpod: Exploring interactive tools to increase student engagement.
Asynchronous LGBTQ+ Canvas Modules: Promoting inclusivity and understanding of diverse student identities.
i-Ready for New Teachers: Supporting educators in analyzing and using data for instruction.
EL Education CREW for New Teachers: Introducing foundational practices for fostering student collaboration and self-reflection.

Professional Development Overview (2023-2024)

During the 2023-2024 school year, professional development across MPESD emphasized instructional innovation, culturally responsive practices, and social-emotional learning. Highlights included:

Universal Design for Learning (UDL): Training provided on August 14, October 5, and January 8 to support the creation of accessible and flexible lessons.
AVID Training: Certificated staff participated from July 30 to August 2 to improve college and career readiness strategies.
Daily 5 and Fundations Reading/Phonics: Strategies to strengthen literacy instruction for grades K-2.
Center for Racial Justice in Education: Training held on January 8, focusing on equity and inclusion in classroom practices.
CREW Practices: Training on fostering student voice, goal setting, and reflection.

Professional Development

Professional Development Overview (2022-2023)

For MPESD, the 2022-2023 school year provided professional development addressing the evolving needs of educators and students. Key district-wide sessions included:

Conscious Classroom Management: Focused on relationships, procedures, and de-escalation strategies.
i-Ready Training: Guiding teachers to use data for instructional planning.
Benchmark Advance ELD and Language Dives: Strengthening English language development practices.
Social-Emotional Learning and Behavior Support: Professional development through SELPA and the Mindful Life Project.

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	1.5