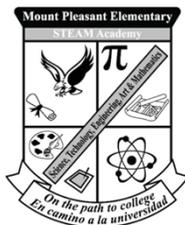


Mount Pleasant Elementary STEAM Academy

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 | Mount Pleasant Elementary STEAM Academy |
| Street | 14275 Candler Ave. |
| City, State, Zip | San Jose, CA 95127-4157 |
| Phone Number | (408) 258-0451 |
| Principal | Gilbert Rodriguez |
| Email Address | girodriguez@mpesd.org |
| School Website | www.mpesd.org |
| Grade Span | P-5 |
| County-District-School (CDS) Code | 43696176048060 |

2024-25 District Contact Information

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

2024-25 School Description and Mission Statement

Vision Statement was created in 2012.

The vision of Mount Pleasant Elementary is to be a high-achieving school and to set students on the path to the university.

Mission Statement was created in 2012.

Mount Pleasant Elementary is a diverse and dedicated community of life-long learners. We are committed to the success and empowerment of students by providing access to high-quality education, tailored instruction, and educational opportunities. We strive to accomplish this in a responsible, safe, respectful, and welcoming learning environment where the needs of all students

2024-25 School Description and Mission Statement

are met and every child learns.

History

Mount Pleasant Elementary School is the oldest school in the Mount Pleasant School District. It first opened its doors as a schoolhouse in 1865 and was then relocated in 1915 to the current Moose Lodge on Marten Ave. Our current school on Candler Ave. was built in 1955. Our school is located near the eastern foothills of San Jose. The school is in an ethnically integrated residential community and most students live in single-family homes. There are very few commercial establishments and no industry within the district boundaries. Our school is next to Mount Pleasant Park and we have access to well-kept public tennis courts.

Our Team

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

Curriculum and Instruction

Mt. Pleasant Elementary 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. 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 district assessments.

After School

We have the Mount Pleasant After School (MPAS) program that serves approximately 125 students from dismissal in grades kindergarten to fifth 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.

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.

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

ALAS: Spanish
Dance
Band

2024-25 School Description and Mission Statement

Art

Student Supports

Crew Lessons (SEL & Community Building)

Mindfulness Coach

1:1 Chromebook/iPads for all students

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

Parent Academic Fair

Opportunities for Student Involvement

Student Council

Safety Patrol

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. Nuestra Herencia,, Ruby Bridges, Weekly Student Announcements, Follorico Dancing, and many more.

About this School

2023-24 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Kindergarten | 51 |
| Grade 1 | 23 |
| Grade 2 | 26 |
| Grade 3 | 39 |
| Grade 4 | 21 |
| Grade 5 | 45 |
| Total Enrollment | 205 |

2023-24 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Female | 43.4 |
| Male | 56.6 |
| Asian | 8.8 |
| Filipino | 0.5 |
| Hispanic or Latino | 84.9 |
| Native Hawaiian or Pacific Islander | 0.5 |
| Two or More Races | 3.9 |
| White | 1 |
| English Learners | 50.7 |
| Homeless | 12.7 |
| Socioeconomically Disadvantaged | 76.1 |
| Students with Disabilities | 16.6 |

A. Conditions of Learning **State Priority: Basic**

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

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

2020-21 Teacher Preparation and Placement

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

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

2021-22 Teacher Preparation and Placement

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

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

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) | 8.00 | 80.00 | 63.70 | 82.10 | 231142.40 | 83.24 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 2.60 | 3.43 | 5566.40 | 2.00 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 1.00 | 10.00 | 5.90 | 7.72 | 14938.30 | 5.38 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0.50 | 5.00 | 0.50 | 0.64 | 11746.90 | 4.23 |
| Unknown/Incomplete/NA | 0.50 | 5.00 | 4.70 | 6.08 | 14303.80 | 5.15 |
| Total Teaching Positions | 10.00 | 100.00 | 77.60 | 100.00 | 277698.00 | 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 | 2022-23 |
|--|---------|---------|---------|
| Permits and Waivers | 0.00 | 0.00 | 1 |
| Misassignments | 0.00 | 0.00 | 0 |
| Vacant Positions | 0.00 | 0.00 | 0 |
| Total Teachers Without Credentials and Misassignments | 0.00 | 0.00 | 1 |

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 | 0.5 |
| Local Assignment Options | 0.00 | 0.00 | 0 |
| Total Out-of-Field Teachers | 0.00 | 0.00 | 0.5 |

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 to the CA content standards. The district used a committee to pilot and adopt the most recent adoptions in English Language Arts in grades TK-5th grade and Mathematics in TK-5th grade. The district also adopted a Science and HSS curriculum aligned to the Next Generation Science Standards.

At the beginning of the 2021-2022 school year, the district had the annual Williams audit from the Santa Clara County Office of Education, there were no findings, and to date, there have been no reported insufficiencies. For this current school year 2023-2024, there are sufficient textbooks and instructional materials for all students.

Year and month in which the data were collected

January 2022

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption ? | Percent Students Lacking Own Assigned Copy |
|-------------------------------|--|-----------------------------|--|
| Reading/Language Arts | Benchmark Advance for grades TK-2 (adopted Spring 2019) and EL Education for grades 3-5 (adopted 2017) | Yes | 0 |
| Mathematics | Eureka Great Minds grades TK-5, adopted 2016 | Yes | 0 |
| Science | Amplify Science, adopted 2021 | Yes | 0 |
| History-Social Science | Studies Weekly - American Legacy, adopted Spring 2021 | Yes | 0 |

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

School Facility Conditions and Planned Improvements

Mt. Pleasant Ida Jew Academy serve a combined total of 350 students across 13 classrooms, including a TK-6th 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.

School Facility Conditions and Planned Improvements

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

In 2024, the student restrooms were renovated with new flooring, 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 MPIJA’s commitment to providing an exceptional learning environment for students.

While the ALAS program for TK-6th grade has transitioned to the MPIJA campus, MP 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 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 | | | |
| 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) | 26 | 20 | 30 | 29 | 46 | 47 |
| Mathematics (grades 3-8 and 11) | 20 | 19 | 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 | 108 | 107 | 99.07 | 0.93 | 19.81 |
| Female | 50 | 50 | 100.00 | 0.00 | 22.00 |
| Male | 58 | 57 | 98.28 | 1.72 | 17.86 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | 0 | 0 | 0 | 0 | 0 |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 96 | 95 | 98.96 | 1.04 | 18.09 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 0 | 0 | 0 | 0 | 0 |
| English Learners | 50 | 49 | 98.00 | 2.00 | 8.16 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 55 | 54 | 98.18 | 1.82 | 14.81 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 14 | 14 | 100.00 | 0.00 | 0.00 |

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 | 108 | 107 | 99.07 | 0.93 | 18.69 |
| Female | 50 | 50 | 100.00 | 0.00 | 12.00 |
| Male | 58 | 57 | 98.28 | 1.72 | 24.56 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | 0 | 0 | 0 | 0 | 0 |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 96 | 95 | 98.96 | 1.04 | 18.95 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 0 | 0 | 0 | 0 | 0 |
| English Learners | 50 | 49 | 98.00 | 2.00 | 10.20 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 55 | 54 | 98.18 | 1.82 | 11.11 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 14 | 14 | 100.00 | 0.00 | 7.14 |

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) | 21.05 | 20.00 | 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 | 46 | 45 | 97.83 | 2.17 | 20.00 |
| Female | 26 | 26 | 100.00 | 0.00 | 15.38 |
| Male | 20 | 19 | 95.00 | 5.00 | 26.32 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | 0 | 0 | 0 | 0 | 0 |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 40 | 39 | 97.50 | 2.50 | 20.51 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 0 | 0 | 0 | 0 | 0 |
| English Learners | 19 | 18 | 94.74 | 5.26 | 5.56 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | 0 | 0 | 0 | 0 | 0 |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 26 | 25 | 96.15 | 3.85 | 12.00 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | -- | -- | -- | -- | -- |

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

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
- Community Schools 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 | 223 | 217 | 59 | 27.2 |
| Female | 98 | 93 | 27 | 29.0 |
| Male | 125 | 124 | 32 | 25.8 |
| Non-Binary | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | 20 | 18 | 1 | 5.6 |
| Black or African American | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 187 | 183 | 53 | 29.0 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- |
| White | -- | -- | -- | -- |
| English Learners | 114 | 110 | 29 | 26.4 |
| Foster Youth | -- | -- | -- | -- |
| Homeless | 31 | 31 | 12 | 38.7 |
| Socioeconomically Disadvantaged | 167 | 164 | 51 | 31.1 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| Students with Disabilities | 47 | 46 | 17 | 37.0 |

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 |
| 0.38 | 0 | 0 | 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 | 0.00 | 0.00 |
| Female | 0.00 | 0.00 |
| Male | 0.00 | 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 | 0.00 | 0.00 |
| Native Hawaiian or Pacific Islander | 0.00 | 0.00 |
| Two or More Races | 0.00 | 0.00 |
| White | 0.00 | 0.00 |
| English Learners | 0.00 | 0.00 |
| Foster Youth | 0.00 | 0.00 |
| Homeless | 0.00 | 0.00 |
| Socioeconomically Disadvantaged | 0.00 | 0.00 |
| Students Receiving Migrant Education Services | 0.00 | 0.00 |
| Students with Disabilities | 0.00 | 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

MPIJA 2024-2025 Safety Plan

Mt. Pleasant Ida Jew Academy (MPIJA) prioritize creating a safe and engaging learning environment for all students and their

2024-25 School Safety Plan

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

Positive School Climate

MPIJA 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 120 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. Our yard duty staff 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

MPIJA 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 restroom in the 3-6 grade hallway, Transitional Kindergarten two bathrooms and a 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.

MPIJA 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 | 16 | 2 | 1 | |
| 1 | 21 | 1 | 1 | |
| 2 | 23 | | 1 | |
| 3 | 25 | | 2 | |
| 4 | 19 | 1 | 1 | |
| 5 | 20 | 1 | 1 | |

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 | 3 | 1 | |
| 1 | 16 | 1 | 1 | |
| 2 | 19 | 1 | 1 | |
| 3 | 24 | | 1 | |
| 4 | 25 | 1 | 1 | |
| 5 | 20 | 1 | 1 | |

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 | 15 | 1 | 1 | |
| 1 | 23 | | 1 | |
| 2 | 26 | | 1 | |
| 3 | 20 | 1 | 1 | |
| 4 | 21 | | 1 | |
| 5 | 23 | | 2 | |

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 | 88 |

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 | 0.4 |
| Social Worker | |
| Nurse | |
| Speech/Language/Hearing Specialist | 0.4 |
| Resource Specialist (non-teaching) | |
| Other | 0.3 |

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

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

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 | 27.78 | 30.79 |
| Percent of Budget for Administrative Salaries | 7.34 | 5.71 |

Professional Development

Professional Development Overview (2024-2025)

MPIJA, 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 MPIJA, staff participated in professional development aligned with the Schools initiatives of socio-cultural competence, Multilingual learners and attendance. 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 Foundations 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 | |