Ida Jew Academy
2024-2025 School Accountability Report Card
(Published During the 2025-2026 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC. - For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/ - For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/ - For additional information about the school, parents/guardians and community members should contact the school principal or the district office.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2025-26 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	
County-District-School (CDS) Code	43 69617 6048045

2025-26 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

2025-26 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, along with Mt. Pleasant Elementary School, are a TK–8 dependent charter school (IJA) and public schools (VVE and Mt. Pleasant Elementary) located within the Mount Pleasant Elementary School District. Together, we serve a diverse student population and provide a coordinated, high-quality instructional program across all grade levels.

We are dedicated to creating a safe, caring, and inclusive learning environment. Through a strong problem-solving culture, data-driven decision-making, and a holistic approach to student well-being, our schools stand out. Our committed staff— teachers, support staff, and administrators—work collaboratively to ensure every student feels respected, supported, and valued.

In addition to robust programs in STEAM, Spanish Dual Language Immersion, and Visual and Performing Arts, we prioritize a positive and inclusive educational experience that supports the academic, social, and emotional growth of all students.

Why IJA?

Both IJA Campuses foster community engagement with opportunities for parent involvement in committees and school events.

2025-26 School Description and Mission Statement

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 at IJAVVE
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

2025-26 School Description and Mission Statement

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,Dia de los Muertos, Folklorico, Nuestra Herencia, Drama Play, Choir, Robotics. STEAM
Challenges, Art Fair, Science Fair, Weekly Student Announcements, Dances, and many more.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	61
Grade 1	46
Grade 2	39
Grade 3	43
Grade 4	44
Grade 5	38
Grade 6	63
Grade 7	57
Grade 8	44
Total Enrollment	435

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	52.6
Male	47.4
American Indian or Alaska Native	0.5
Asian	4.6
Black or African American	1.6
Hispanic or Latino	90.3
Two or More Races	1.6
White	0.2
English Learners	43.9
Homeless	14.7
Migrant	2.5
Socioeconomically Disadvantaged	69.9
Students with Disabilities	9.4

A. Conditions of Learning

State Priority: Basic

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

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

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)	18.7	99.36	75.9	94.96	234405.2	84
Intern Credential Holders Properly Assigned	0	0	1	1.25	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	0.1	0.2	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	0.2	0.25	11953.1	4.28
Unknown/Incomplete/NA	0.1	0.64	2.6	3.33	15831.9	5.67
Total Teaching Positions	18.8	100	79.9	100	279044.8	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.

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)	15.8	79.97	63.7	82.1	231142.4	83.24
Intern Credential Holders Properly Assigned	0.4	2.22	2.6	3.43	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.4	7.06	5.9	7.72	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	0.5	0.64	11746.9	4.23
Unknown/Incomplete/NA	2.1	10.7	4.7	6.08	14303.8	5.15
Total Teaching Positions	19.8	100	77.6	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	17.2	86.75	64.4	83.14	230039.4	100
Intern Credential Holders Properly Assigned	0.5	2.51	4.1	5.29	6213.8	2.23
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.1	10.74	6	7.8	16855	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	0	0	12112.8	4.34
Unknown/Incomplete/NA	0	0	2.9	3.75	13705.8	4.91
Total Teaching Positions	19.9	100	77.5	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	1.4	2
Misassignments	0.00	0	0.1
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	1.4	2.1

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	0	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	1.3
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	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.

2025-26 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	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Adelante TK-5th Benchmark Advance K-2 3rd-8th grade EL education	0
Mathematics	Eureka Mathematics; Grades K-5, adopted 2016 College Preparatory Mathematics (CPM); Grades 6-8, adopted 2016	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	0
History-Social Science	Studies Weekly American Legacy adopted Spring 2021	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) and Mt. Pleasant Elementary School (MPIJA) serve a combined total of 460 students across 30 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 two campuses also feature 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 IJAVVE quad's four individual student restrooms were renovated into two larger, updated facilities, completed in the fall.
In 2024, MPIJA added two additional TK bathrooms inrooms 3 and 4 to accommodate additional TK students. With the passing of a new bond measure in November 2024, additional improvements are underway. Renovation projects scheduled for summer 2025 and 2026 include roofing, painting, and upgrades to the playground structure. These enhancements are designed to align with 21st-century educational standards and continue MPESD's commitment to providing an exceptional learning environment for students.

While the ALAS program for TK-5th grade has transitioned to the MPIJA campus, both campuses remain 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 3, 2025

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 Assessments 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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	29	32	29	32	47	48
Mathematics (grades 3-8 and 11)	22	26	20	21	35	37

2024-25 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	290	282	97.24	2.76	31.56
Female	147	143	97.28	2.72	42.66
Male	143	139	97.20	2.80	20.14
American Indian or Alaska Native	--	--	--	--	--
Asian	16	16	100.00	0.00	56.25
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	253	247	97.63	2.37	29.55
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	12	10	83.33	16.67	--

White	--	--	--	--	--
English Learners	118	110	93.22	6.78	8.18
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	117	111	94.87	5.13	23.42
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	29	28	96.55	3.45	0.00

2024-25 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	290	285	98.28	1.72	25.96
Female	147	143	97.28	2.72	29.37
Male	143	142	99.30	0.70	22.54
American Indian or Alaska Native	--	--	--	--	--
Asian	16	16	100.00	0.00	50.00
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	253	250	98.81	1.19	24.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	12	10	83.33	16.67	--
White	--	--	--	--	--
English Learners	118	113	95.76	4.24	7.08
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0

Socioeconomically Disadvantaged	117	112	95.73	4.27	16.96
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	29	28	96.55	3.45	0.00

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	23.68	25	14.91	15.69	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	81	80	98.77	1.23	25.00
Female	44	44	100.00	0.00	29.55
Male	37	36	97.30	2.70	19.44
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	73	73	100.00	0.00	24.66
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	26	25	96.15	3.85	8.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	29	28	96.55	3.45	21.43
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.

2024-25 California Physical Fitness Test Participation Rates

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.

2025-26 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

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	465	461	81	17.6
Female	243	242	39	16.1
Male	222	219	42	19.2
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	22	22	0	0.0
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	420	416	78	18.8
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	213	210	35	16.7
Foster Youth	--	--	--	--
Homeless	73	73	20	27.4
Socioeconomically Disadvantaged	334	332	65	19.6
Students Receiving Migrant Education Services	11	11	1	9.1
Students with Disabilities	49	48	10	20.8

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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.42	1.6	1.08	2.7	2.62	1.55	3.6	3.28	2.94

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.

This table displays expulsions data.

	Expulsions							
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.11	0.06	0	0.08	0.07	0.06

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 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.08	0.00
Female	0.82	0.00
Male	1.35	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	0.71	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	0.30	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	2.04	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.

2025-26 School Safety Plan

IJAVVE / MPIJA 2025–2026 Safety Plan

Ida Jew Academy, Valle Vista Elementary, and Mt. Pleasant Elementary and Ida Jew Academy (MPIJA) prioritize creating a safe, engaging, and inclusive learning environment for all students and their families. Through preventive efforts and collaborative practices, our schools work together to foster a positive school climate rooted in respect, responsibility, and care for the whole child.

Positive School Climate
IJAVVE and MPIJA have implemented the Positive Behavioral Interventions and Supports (PBIS) framework, also known as Building Effective Schools Together (BEST), for over seven years. This program reinforces three core expectations: Be Respectful, Be Responsible, and Be Safe. All campuses adhere to the principles of Peace Builders, incorporating activities that recognize students for positive attendance, academic achievement, and citizenship. Schoolwide initiatives such as Kindness Week further reinforce these shared values and align expectations across learning environments.

Student Support Programs
The Mt. Pleasant After-school Program (MPAS) serves approximately 125 students across IJAVVE and MPIJA, providing homework support, enrichment opportunities, and structured 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 requiring additional support are identified through bi-monthly wellness surveys and connected to follow-up services with case managers and community-based organizations.

Campus Safety and Supervision
IJAVVE and MPIJA campuses are equipped with surveillance cameras to monitor school grounds and enhance student safety. Custodial staff maintain clean and safe facilities daily. All visitors are required to sign in through the front office and wear a visible visitor pass at all times. Dedicated campus supervision supports daily safety operations, PBIS implementation, and collaboration with staff to proactively address student needs and strengthen school culture.

Anti-Bullying and Social Skills Development
A strict No Bullying policy is enforced across IJAVVE and MPIJA campuses, with clear consequences and counseling support provided when incidents occur. Annual anti-bullying presentations are delivered through the San José Safe School Campus initiative, reinforcing expectations for kindness, empathy, and inclusion.

Communication and Family Engagement
Families receive regular communication regarding school activities, expectations, and safety practices through newsletters, schoolwide phone messages, social media, student and family handbooks, and weekly announcements developed by student leadership groups. School offices remain open and accessible to families for questions, concerns, and ongoing support.

Emergency Preparedness
IJAVVE and MPIJA conduct regular emergency preparedness drills, including Run, Hide, Defend procedures, monthly fire drills, and participation in the Great ShakeOut earthquake preparedness program. All drills align with the Incident Command System (ICS) and Mount Pleasant Elementary School District safety protocols.

Facility Enhancements
Recent facility improvements include renovated restrooms in the quad area, installation of hydration stations for students and staff, and refreshed tanbark in playground areas to ensure safe play. Following the passage of the November 2024 bond measure, additional renovations are planned for summer 2025, including roofing repairs, painting, and playground structure improvements.

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.

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	0
1	13	2	1	0
2	16	2	1	0
3	14	3	0	0
4	9	4	0	0
5	15	4	0	0
6	17	11	13	0
Other	0	0	0	0

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	0
1	13	2	1	0
2	14	2	1	0
3	17	2	1	0
4	12	3	0	0
5	12	3	0	0
6	19	13	12	0
Other	0	0	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	10	3	1	
1	12	3	1	
2	13	2	1	
3	14	2	1	
4	15	2	1	
5	13	3		
6	15	19	12	

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

2024-25 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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.7
Social Worker	0.3
Nurse	
Speech/Language/Hearing Specialist	0.8
Resource Specialist (non-teaching)	
Other	1.5

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	$18,896	$2,613	$16,283	$97,473
District	N/A	N/A	$13,804	$102,344
Percent Difference - School Site and District	N/A	N/A	16.5	-1.4
State	N/A	N/A	$11,146	$100,089
Percent Difference - School Site and State	N/A	N/A	40.7	3.5

Fiscal Year 2024-25 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 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	$73,812	$61,516
Mid-Range Teacher Salary	$100,352	$95,479
Highest Teacher Salary	$139,067	$125,208
Average Principal Salary (Elementary)	$143,459	$152,668
Average Principal Salary (Middle)	$145,592	$156,487
Average Principal Salary (High)		$165,427
Superintendent Salary	$230,000	$242,781
Percent of Budget for Teacher Salaries	27.93%	29.76%
Percent of Budget for Administrative Salaries	7.04%	5.74%

Professional Development

Mount Pleasant Elementary School District
2025–26 PROFESSIONAL DEVELOPMENT PLAN
Curriculum, Instruction & Assessment
Overarching Instructional Goals
Build Collective Teacher Efficacy across all grade levels and teams.

Professional Development

Strengthen Data-Informed decision-making through consistent assessment and progress monitoring.

Improve Student Achievement with a focus on early literacy, reading growth, math proficiency, and English Learner progress.
SMART Goals (Districtwide Student Outcomes)
Reading Growth (MPAS Students):
 80% will make 1.5 years of growth in reading by June 2026.

Reading Growth (Non-MPAS Students):
 50% will make 1.5 years of growth by June 2026.

LTEL Reclassification (Grades 6–8):
 80% will reclassify by September 2026.

Early Literacy Long-Term Target:
100% of current kindergarten students will read at grade level by June 2029.

Theory of Action
If we provide coherent, multi-layered PD aligned to district goals—and support teachers with structured collaboration, data analysis, and instructional coaching—then teachers will strengthen Tier 1 instruction, implement effective interventions, and accelerate student achievement in reading, math, and language development.
- AUGUST 2025 PROFESSIONAL LEARNING 9 hours
Theme: Clarity, Rigor & Aligned Instruction
TK: PTKLF Overview
Deep dive into PTKLF components
Foundational literacy expectations
Guided practice with early learning routines

K–2: mCLASS Diagnostic + Early Literacy Foundations
Administering and interpreting the screener
Connecting diagnostic data to small-group instruction
Progress monitoring aligned with early literacy goals

3–5 and 6–8: Clarity, AI Tools & Instructional Planning
Learning Intentions
Understand grade-level rigor
Reflect on expectations and instructional moves
Use AI tools to unpack standards and develop unit plans

Success Criteria
 Participants will be able to:
Explain rigor in their classrooms
Identify instructional moves that build rigor (via video analysis)
Unpack standards using AI with accuracy and fidelity

COLLABORATION CYCLES (PLC Model)
- Monthly 8 Cycles 60–90 minutes each
Cycle 1 – Foundations & Equity
Establish PLC norms
Understand EL profiles and ELPAC structure
Align to district equity commitments
Set grade-level expectations for collaboration

Cycle 2 – Collective Teacher Efficacy
Study efficacy research
Review mCLASS BOY data
Identify Tier 1 + intervention supports
Define "one year's worth of growth" for each grade

Cycle 3 – Reading Intervention Deep Dive
Learn high-leverage intervention practices
Align resources and progress monitoring tools
Plan targeted intervention blocks

Cycle 4 – ELPAC Integration
Analyze item types and scoring
Identify essential language skills by grade band
Embed ELD standards into daily lessons
Design plans to improve ELPAC outcomes

Cycle 5 – CAASPP ELA
Analyze question stems and cognitive demand
Align reading and writing expectations
Strengthen text-dependent questioning and academic discourse

Cycle 6 – CAASPP Math
Error analysis and common misconceptions
High-leverage routines (number talks, problem-solving protocols)
Develop standards-aligned tasks

Cycle 7 – Mid-Year Data Review
BOY ? MOY growth analysis
Adjust interventions and instructional plans
Ask: Are our moves producing equitable growth?

Cycle 8 – Instructional Coherence & Acceleration
Identify "must-have" learnings for Spring 2026
Create acceleration plans for students below grade level
Plan transition supports + summer learning
Reflect and set priorities for 2026–27

JANUARY 5, 2026 DISTRICTWIDE PROFESSIONAL DEVELOPMENT DAY (Tentative Plan) - 6 Hours

Theme: Brain-Based Teaching, Trauma-Informed Practices & Literacy Across the Curriculum
Grades TK-K–1 (Full Bloom Training)
Objectives
Build educator confidence in trauma-informed, healing-centered strategies
Strengthen early childhood SEL and self-regulation practices
Integrate aligned strategies with existing initiatives (Teaching Pyramid, Restorative Practices)
Support inclusion for neurodivergent learners and high-need classrooms

Measures of Success
90% of TK–1 teachers report increased confidence using trauma-informed, developmentally aligned strategies.
Three post-training consultations generate actionable classroom plans with documented next steps.
Pilot classrooms show improved climate and engagement (observations or self-assessments).
Leadership identifies next steps for SEL pathways, early literacy support, and coaching models.

Grades 2-5
Session 1: Teaching with the Brain in Mind
Objectives
Understand how stress, emotions, and cognitive load impact learning
Identify brain-friendly strategies that increase engagement and retention
Apply culturally responsive routines that support motivation and belonging
Strengthen Tier 1 practices through movement, pacing, novelty, and relevance

Session 2: Foundational Literacy for Upper Elementary
Objectives

Professional Development

Understand the continuum from decoding ? fluency ? comprehension
Use data (mCLASS + class assessments) to group students for targeted support
Integrate vocabulary, morphology, and writing into daily ELA routines
Strengthen scaffolding for ELs using sentence frames, modeling, and structured talk

Grades 6-8:
Session 1: Positive and Productive Classroom Environments (@ 2 hours)
Objectives
Learn proactive, relationship-centered practices for classroom management
Increase student engagement through predictable routines and co-created norms
Implement practices that strengthen belonging, agency, and accountability
Understand how trauma and stress impact adolescent behavior

Session 2: Reading & Writing Across the Curriculum (@ 2 hours)
Objectives
Embed discipline-specific reading and writing strategies
Use annotation, text structures, and graphic organizers to support comprehension
Strengthen argument writing, claim/evidence reasoning, and disciplinary vocabulary
Integrate ELD standards into content-area instruction
Session 3: PRISM PD
CDE Mandate- more information to follow

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	3	1.5	6