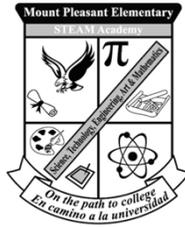# Mount Pleasant Elementary STEAM Academy
2024-2025 School Accountability Report Card
(Published During the 2025-2026 School Year)

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	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

2025-26 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

2025-26 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 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.

School Background:

As of the 2023-2024 school year, Ida Jew Academy operates across two campuses: MPIJA (Mt. Pleasant Elementary and Ida Jew Academy) and IJAVVE (Ida Jew Academy and Valle Vista Elementary) . 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.

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.

2025-26 School Description and Mission Statement

About Our School:

Ida Jew Academy, along with Mt. Pleasant Elementary School, is a TK–5 dependent charter school (IJA) and public school (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 MPIJA?

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

Vision

Through our intentional efforts toward student achievement, we will continue to ensure students learn at high levels; develop socially and emotionally. Together, we will empower, inspire, and unite our efforts to maximize student potential.

Mission

Through our intentional efforts toward student achievement, we will continue to ensure students learn at high levels; develop socially and emotionally. Together, we will empower, inspire, and unite our efforts to maximize student potential.

Curriculum

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

Student Supports

Crew Lessons (SEL & Community Building)
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
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, Weekly Student Announcements, and many more.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Transitional Kindergarten (TK)	23
Kindergarten	30
Grade 1	20
Grade 2	23
Grade 3	21
Grade 4	25
Grade 5	30
Total Enrollment	172

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	41.3
Male	58.7
Asian	10.5
Black or African American	1.2
Filipino	0.6
Hispanic or Latino	83.1
Native Hawaiian or Pacific Islander	0.6
Two or More Races	2.3
White	1.2
English Learners	43.6
Foster Youth	1.2
Homeless	20.3
Socioeconomically Disadvantaged	79.7
Students with Disabilities	18.6

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.

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	90	75.9	94.96	234405.2	84
Intern Credential Holders Properly Assigned	1	10	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	0	2.6	3.33	15831.9	5.67
Total Teaching Positions	10	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)	8	80	63.7	82.1	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	2.6	3.43	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1	10	5.9	7.72	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.5	5	0.5	0.64	11746.9	4.23
Unknown/Incomplete/NA	0.5	5	4.7	6.08	14303.8	5.15
Total Teaching Positions	10	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)	9	90.09	64.4	83.14	230039.4	100
Intern Credential Holders Properly Assigned	0.5	4.96	4.1	5.29	6213.8	2.23
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	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	0.5	4.96	2.9	3.75	13705.8	4.91
Total Teaching Positions	10	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	0
Misassignments	0.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	1	0

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	0.5	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	0.5	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	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	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 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	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 Advance for grades TK-2 (adopted Spring 2019) and EL Education for grades 3-5 (adopted 2017)	0
Mathematics	Eureka Great Minds grades TK-5, adopted 2016	0
Science	Amplify Science, adopted 2021	0
History-Social Science	Studies Weekly - American Legacy, adopted Spring 2021	0

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

School Facility Conditions and Planned Improvements

Mt. Pleasant Elementary School (MPIJA) serve a combined total of 176 students across 8 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.

School Facility Conditions and Planned Improvements

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 2024, MPIJA added two additional TK bathrooms in rooms 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, Mt. Pleasant Elementary 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 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			
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)	20	20	29	32	47	48
Mathematics (grades 3-8 and 11)	19	13	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	80	80	100.00	0.00	20.00
Female	32	32	100.00	0.00	25.00
Male	48	48	100.00	0.00	16.67
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	69	69	100.00	0.00	15.94
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	0	0	0	0	0
English Learners	34	34	100.00	0.00	8.82
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	42	42	100.00	0.00	21.43
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	16	16	100.00	0.00	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	80	80	100.00	0.00	12.50
Female	32	32	100.00	0.00	6.25
Male	48	48	100.00	0.00	16.67
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	69	69	100.00	0.00	7.25
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	0	0	0	0	0
English Learners	34	34	100.00	0.00	2.94
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	42	42	100.00	0.00	11.90
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	16	16	100.00	0.00	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)	20	27.27	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	22	22	100.00	0.00	27.27
Female	--	--	--	--	--
Male	14	14	100.00	0.00	21.43
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	18	18	100.00	0.00	16.67
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	14	14	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
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.

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
Community Schools 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	190	188	36	19.1
Female	81	80	17	21.3
Male	109	108	19	17.6
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	22	21	2	9.5
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	156	155	31	20.0
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	80	80	10	12.5
Foster Youth	--	--	--	--
Homeless	46	45	12	26.7
Socioeconomically Disadvantaged	152	150	33	22.0
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	45	44	10	22.7

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

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	0	1.05	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	1.05	0.00
Female	0.00	0.00
Male	1.83	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.28	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	1.25	0.00
Foster Youth	0.00	0.00
Homeless	2.17	0.00
Socioeconomically Disadvantaged	1.32	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	4.44	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

MPIJA 2024-2025 Safety Plan

Mt. Pleasant Ida Jew Academy (MPIJA) prioritize creating a safe and engaging learning environment for all students and their families. Through preventive efforts and collaborative practices, the schools work to foster a positive school climate and culture of inclusivity.

Positive School Climate
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 MPIJA 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 dutiy 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 2026, 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.

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	0
1	16	1	1	0
2	19	1	1	0
3	24	0	1	0
4	25	1	1	0
5	20	1	1	0
6	0	0	0	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	15	1	1	0
1	23	0	1	0
2	26	0	1	0
3	20	1	1	0
4	21	0	1	0
5	23	0	2	0
6	0	0	0	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	13	1	1	
1	14	1	1	
2	24		1	
3	22		1	
4	17	2		
5	11	2		

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	410

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)	0.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.4
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.5
Resource Specialist (non-teaching)	
Other	0.5

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	$21,508	$7,638	$13,870	$107,026
District	N/A	N/A	$13,804	$102,344
Percent Difference - School Site and District	N/A	N/A	0.5	7.9
State	N/A	N/A	$11,146	$100,089
Percent Difference - School Site and State	N/A	N/A	25.2	12.8

Fiscal Year 2024-25 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

Fiscal Year 2024-25 Types of Services Funded

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 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.

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.

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

Professional Development

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: 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?

Professional Development

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
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

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