



Ida Jew Academy

1966 Flint Ave. • San Jose, CA 95148-1213 • 408-223-3750 • Grades K-8

Gilbert Rodriguez, Principal

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<https://www.mpesd.org/Domain/9>

2018-19 School Accountability Report Card Published During the 2019-20 School Year

Ida Jew Academy

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District Governing Board

Frank Biehl
President

Antonio Perez Jr.
Vice President

Brenda Serrano
Clerk

Robert Ramirez
Member

Betty Martinez
Member

District Administration

Mariann Engle
Superintendent

School Description

Ida Jew Academy is a Dependent Charter School that converted from an Intermediate school in 2009-2010 where it became a school that integrated the Dual Language Academy, the Visual and Performing Arts Academy, and the STEM Academy. Operating as three isolated academies, the school flourished for five years before it became united as a STEAM/ALAS School that integrated the areas of focus: ALAS, VAPA, and STEM. The school still consists of three specialties: Academic Language Acquisition in Spanish (ALAS) a Two-Way Dual Immersion Program, Visual and Performing Arts (VAPA) and Science, Technology, Engineering and Mathematics (STEM).

Students at Ida Jew Academy focus on Spanish Language Development, Visual Arts, Music, Dance, Science, Technology and/or Math depending on their chosen specialty. All students are held to high expectations where they aim to be proficient or advanced in core areas of the curriculum: English Language Arts, Mathematics, Science, and Social Sciences. For those students that are approaching standard in the core areas, our teachers offer after school intervention that provides additional opportunities for students to get extra support in a small group setting. The teachers at Ida Jew Academy are highly qualified and use the most effective teaching strategies including: Gradual Release of Responsibility, Kagan Cooperative Learning strategies, AVID strategies, and integrate facets of Social Emotional Learning and Growth Mindset. Teachers collaborate every Wednesday either as a Specialty department, Grade Level/ Grade Cluster, or School-Wide team. In addition Ida Jew Academy has (5) planning days that are used for full-day collaborations and instructional planning.

In 2016, the school recently underwent a renovation where the Cafeteria, primary classrooms, and Science Lab were improved through district efforts and the Synopsys Global Volunteer Project. The Synopsys grant also provided our school with beautiful murals, benches, gardens, Science Lab furnishings/ equipment, and blacktop renovations. The district's maintenance department renovated classrooms with upgraded classroom sinks, carpet, and teaching walls.

Our Vision 2018-2019

Ida Jew Academy will provide an exceptional education through the integration of curriculum: Language Arts (ELA/SLA), Science, Technology, Engineering, Arts, Mathematics, and Physical Education.

Mission Statement 2017-2018

Through collaboration among students, staff, and families, we will build upon our students' creativity, critical thinking, collaboration, and communication skills to produce well rounded life long learners who are socially responsible and prepared for college, career, and their future in their ever changing century.

Our Staff

Ida Jew Academy provides classes from Transitional Kindergarten (TK) through 8th grade. We have (22) classroom teachers, 1 Intervention teachers, one Technology/Science Teacher, a Dance Teacher, and a part time art teacher. Among our staff, we also have a part time health clerk, speech therapist, library technician, four instructional aides and a Special Education (Resource Specialist) teacher. We are extremely fortunate to have a full time family case manager to support our students and families. Our staff, both Classified and Certificated believe that all students can achieve in a setting where they are cared for and provided with high expectations to strive towards excellence.

Curriculum and Instruction

Ida Jew Academy has invested high amounts of energy into improving instructional practices that align with the newly adopted Common Core State Standards where our focus has been on offering students ample opportunities to collaborate, communicate, critically think, and use their creativity. Among our multiple programs and curricular adoptions, we began piloting EL Education in 2013-2014, which is an English Language Arts curriculum in grades 6-8. This program focuses on novel based instruction where students are exposed to higher level thinking and challenging ways of interacting with text and evidence based instruction. Our school has fully adopted the EL Education curriculum and is now utilized in 3rd-8th grade English Language Arts classrooms.

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. In middle school (6-8), students are exposed to the CPM curriculum that is also aligned to the Common Core curriculum. It is focused on student engagement and rigorous opportunities to engage with the middle school concepts and practices. Aside from our core curriculum, Ida Jew Academy students have access to dance, art, music, a maker space, a science lab and multiple forms of mobile devices. Currently, we are fortunate to have five Chrome book carts, one I Pad cart, and a Mac Lab. In addition, our Transitional Kindergarten through Second Grade Students have art, music and dance throughout the year with our Specialty Teachers and access to teacher developed electives. Students in grades 3-5 are exposed to areas of Specialties in the form of student selected and teacher developed elective classes. Students in grades 6-8 choose an area from the Specialties (ALAS, VAPA, STEM, and AVID) to specialize where they are dedicated to the Specialty for the duration of middle school. Selected 6th-8th grade students also participate in AVID, a college readiness program known as Advancement Via Individualized Determination. Through this program, our students are provided strategies and techniques that support organization and study habits. Along with these necessary tools for college preparation, they have also had guest speakers come and share their education and career experience. Our students in the Dual Immersion Program (ALAS) become bilingual and bi-literate through rich curriculum and culturally relevant practices and at the end of 8th grade are eligible to get the Seal of Biliteracy from our local High School. In the STEM Specialty, students are exposed to the Cycle of Engineering and intense exposure to the Scientific Method through hands-on, rigorous, cross-curricular experiences that challenge them to work collaboratively in groups. Our students have access to technology through our computer lab, five mobile Chrome Book labs and three mobile iPad labs. We provide additional academic support to our students through intervention and English Language Development (ELD) classes and after school interventions. Through project-based learning, students tackle a challenging academic curriculum in ways that are engaging, meaningful, and adaptable to a variety of learning styles. 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 and writing prompt assessments.

After School

We have the Mount Pleasant After School (MPAS) program that serves approximately two hundred students from dismissal to 6 p.m. in grades kindergarten to eight grade. This program provides a homework club, physical activities, enrichment and a sports program. Students are able to participate in After School Sports (6-8th grades), Math Olympiad Club, Tech Challenge, Student Leadership, and a school musical.

Intervention Support

We identify students at-risk through our assessment process and facilitate Student Success Team (SST) meetings with students' parents, classroom teacher, intervention teacher, our 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. Our intervention teacher works with our students in need of extra support and after a given time of support, we meet again to see the outcome of our plan.

About the SARC

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, 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 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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	82
Grade 1	68
Grade 2	67
Grade 3	53
Grade 4	74
Grade 5	67
Grade 6	74
Grade 7	78
Grade 8	49
Total Enrollment	612

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	2
American Indian or Alaska Native	0.5
Asian	6
Filipino	1
Hispanic or Latino	82.7
Native Hawaiian or Pacific Islander	0.7
White	2.6
Two or More Races	3.4
Socioeconomically Disadvantaged	63.9
English Learners	44.3
Students with Disabilities	7.2
Homeless	1.1

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

Teacher Credentials for Ida Jew Academy	17-18	18-19	19-20
With Full Credential	27.3	24	24
Without Full Credential	4.8	4	1
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Ida Jew Academy	17-18	18-19	19-20
With Full Credential	♦	♦	91.6
Without Full Credential	♦	♦	5
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Ida Jew Academy

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

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 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 to 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 2020-21.

At the beginning of the 2019-2020 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.

Textbooks and Instructional Materials

Year and month in which data were collected: January 2020

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>Benchmark Adelante TK-5th</p> <p>Benchmark Advance K-2</p> <p>3rd-8th grade EL education</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>
Mathematics	<p>Eureka Mathematics; Grades K-5, adopted 2016</p> <p>College Preparatory Mathematics (CPM); Grades 6-8, adopted 2016</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>
Science	<p>MacMillan/McGraw-Hill California Science for grades K-5, adopted 2008</p> <p>Houghton Mifflin, Houghton Mifflin California Middle School Science; for grades 6-8, adopted 2007</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>
History-Social Science	<p>Macmillan/McGraw-Hill, California Vistas; for grades K-5, adopted 2007</p> <p>McDougal Littell, McDougal Littell California Middle School Social Studies; for grades 6-8, adopted 2006</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Ida Jew Academy Charter School houses 575 students. Its 25 classrooms are wired for internet use and equipped with document cameras, projectors and personal speakers for multimedia purposes. We have 3 iPad carts that have been distributed to each classroom so every teacher has at least 2 iPads in their room at all times. We also have three mobile carts with 30 ipads each that teachers are able to check out on a daily basis. Facilities are clean and well kept. The school has a beautifully landscaped campus and newly adopted quad area with surrounding primary and early elementary classrooms. Facilities are maintained according to the district maintenance and operations procedures. Ida Jew Academy invested time and energy in landscaping and remodeling classrooms equipped with updated teaching walls, new sinks, flooring, and up to date WIFI access. Our office facility, staff lounge, conference room, innovation center, and upcoming science lab are new additions to our campus. In addition to the district provided updates, Ida Jew Academy received the Synopsys grant which provided: Mural Design, Blacktop improvements, benches, and basic landscaping needs. Our quad area houses two water hydration stations for students and staff. Students are not only able to refill their water bottles, they are also able to track data and use it in their math and science activities. We are currently working on making further updates to provide students the highest quality educational experience with a 21st century approach.

School Facility Good Repair Status (Most Recent Year)**Year and month in which data were collected: 2016/8**

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

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, which 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); and
- 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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	43	42	36	38	50	50
Math	32	34	25	26	38	39

Note: Percentages are not calculated 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.

Note: 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.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	33.3	18.2	10.6
7	26.0	8.2	6.8

Note: 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.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	390	385	98.72	42.34
Male	181	180	99.45	34.44
Female	209	205	98.09	49.27
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	25	25	100.00	72.00
Filipino	--	--	--	--
Hispanic or Latino	319	317	99.37	38.80
Native Hawaiian or Pacific Islander	--	--	--	--
White	12	12	100.00	66.67
Two or More Races	17	14	82.35	35.71
Socioeconomically Disadvantaged	283	279	98.59	36.92
English Learners	189	189	100.00	28.57
Students with Disabilities	38	38	100.00	15.79
Students Receiving Migrant Education Services	--	--	--	--
Homeless	--	--	--	--

Note: 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 CAAs divided by the total number of students who participated in both assessments.

Note: 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.

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.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	390	384	98.46	34.11
Male	181	179	98.90	35.75
Female	209	205	98.09	32.68
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	25	25	100.00	72.00
Filipino	--	--	--	--
Hispanic or Latino	319	317	99.37	28.71
Native Hawaiian or Pacific Islander	--	--	--	--
White	12	12	100.00	66.67
Two or More Races	17	14	82.35	28.57
Socioeconomically Disadvantaged	283	278	98.23	29.86
English Learners	189	189	100.00	25.93
Students with Disabilities	38	38	100.00	7.89
Students Receiving Migrant Education Services	--	--	--	--
Homeless	--	--	--	--

Note: 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.

Note: 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.

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.

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 for the school district and each school site

Opportunities for Parental Involvement (School Year 2019-20)

Contact Person: Mika Matsukuma (PTA President)/ Jesse Esquivel (SSC Chair)

Parent Volunteer Coordinator: Jessica Rodriguez (Student Advisor)

Contact Phone No. 408-223-3750

Programs and organized activities available for parental involvement:

Parents are an integral part of our school and are always welcome. Ida Jew Academy is a parent involvement school, where we strongly encourage parents and guardians to volunteer. The Student Advisor is the Parent Volunteer Coordinator and is supported by both the PTA President and SSC Chair. Many of our parents come in to help with front office tasks, preparation for classroom and school-wide activities, festivals, evening performances, school musical, book fairs, STEAM night, and more.

Parent Teacher Association (PTA) meets the fourth Wednesday of each month at 6:30pm in the Innovation Room. The School Site Council (SSC) meets the second Monday of each month at 3:00pm in tRoom 6. We also have an active English Language Advisory Committee (ELAC) Council that meets at least four times a year. PTA provides various activities such as movie night, game night, arts and craft nights and more for families to come and enjoy.

Parents are invited to participate in classroom activities such as field trips, celebrations, student recognition, and special class projects. At Ida Jew Academy, Open House and Back to School Night are open to the community each year and are valuable opportunities to be informed of the year's path and progress. Parent-teacher conferences are scheduled twice a year. Parents are encouraged to volunteer in their children's classes throughout the year. Parents also participate in the After School Sports Program, the school-wide Musical, and the Tech Challenge. Many parents attend the monthly "Coffee with the Principal" meetings hosted by Mr. Rodriguez. These are great platforms for becoming informed about upcoming events and great opportunities to ask questions, voice concerns, and hear from other parents and families.

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.

School Safety Plan

Ida Jew Academy continues to strive to provide a safe and engaging learning environment for all students and their families. We are putting various preventive efforts in place to improve school climate. Some of the activities include recognizing students for good attendance, academic and citizenship throughout the year. We are in our sixth year implementing a Positive Behavioral Interventions and Support Program referred to as (PBIS) Building Effective Schools Together (BEST).

IJA follows tenants of Peace Builders. We have also incorporated BEST practices (PBIS- Positive Behavioral Interventions and Supports), and focus on three overall expectations (Be Respectful, Be Responsible, and Be Safe). Our School provides a safe and engaging learning environment. We have various preventive efforts such as activities that focus on improving our school climate. Students are recognized for monthly perfect attendance (VIPs), demonstrating Peace Builder/BEST principles, and academic success throughout the year.

We also implement the BEST (PBIS) behavior system. A team of administrators, classified and certificated staff make up our BEST team. The BEST team continues to present key ideas to the Leadership Team and the staff. Our district continues to receive ongoing training in the Best Behavior Program, a positive behavior program that provides intervention techniques based on research in school discipline. The program addresses school-wide, common areas, classroom, and individual student intervention. Our staff has worked together to define school-wide expectations- be respectful, be responsible and be safe. Together we have agreed upon common language to use and have directly taught our students what these expectations are and what they look like for all areas of the school.

We have after school programs to provide additional supervision and support for our students. The Mt. Pleasant After-school Program (MPAS) enrolls approximately 200 students. This program provides a learning lounge for homework/study opportunities, enrichment activities, and sports programs. Our students in grades 6-8th may also participate in the After School Sports League. Ida Jew Academy and August Boeger Sports teams serve all 6-8th grade students interested in playing middle school sports.

Ida Jew Academy provides a safe and engaging learning environment for all of our students. The district installed a 180 degree camera to monitor our campus. We have two custodians who help to make sure our school is a clean and safe learning environment for our students. All visitors are required to enter the building through the front door, sign in and wear a visitor's pass. The site works closely with the San Jose Safe School Campus coalition and community based organizations to assist with school and community issues.

A "No bullying" policy is strictly adhered to and students who violate the policy are given a harassment advisory. Continued problems in this area may result in a meeting with parents, the school psychologist, referral for counseling, suspension, or expulsion from school. We also have counselors on site to help with bullying prevention and to improve our students social skills. We have an Anti-Bullying week and assembly to bring awareness to our students regarding our bullying policy. We have San Jose Safe School Campus do Anti-Bullying presentations for all of our students.

Parents are informed of school activities, parent meetings, important dates, academic requirements, and rules via newsletters, school-wide phone blasts, postings on the school web site, postings on face book, student handbook, parent handbook and district policy handbook. Our office is always open to parents who have questions, and we encourage parents to request meetings with their child's teachers. Announcements are done on a weekly basis where student council is responsible for creating and deploying the information to students. Within these messages, student council representatives also make sure they reinforce BEST practices and expectations.

We also provide small group intervention support and homework support after school using categorical funds. We have counseling services provided by a district counselor and additional providers. In addition we offer Preventative Early Intervention classes for at risk families sponsored by the Alum Rock Counseling Center and funded through Mental Health funding.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	1.3	1.4	2.0
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	3.3	3.3	4.7
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	.0

* 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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.0
Other	1.0

* 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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	22	2	2		23		4		21	2	2	
1	20	1	2		23		3		23		3	
2	18	4			21	1	1		26		2	
3	25		2		22		3		23	1	2	
4	28		4		24		3		29		2	
5	29		3		26		2	1	28		3	
6	30		6		29		3		19	2	3	
Other**												

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	26		5		25		4		12	7		
Mathematics												
Social Science												

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement			3

The Mt. Pleasant School District has consistently focused their staff development efforts to address the needs of the students and teachers to increase student achievement, address the Social Emotional needs of the students, and support teachers to use Culturally Relevant instruction and behavior strategies to engage students academically. In the past three years, the professional development focus for teachers has been to support teachers with the implementation of the newly adopted English Language Arts and Mathematics curriculum.

Below are examples of the professional development that the district and school have provided in the past three years:

On Going:

Our teachers have collaboration time once a month where they can meet for the entire day and apply the cycle of inquiry and work on their project-based learning units.

Teacher Induction: In partnership with Silicon Valley New Teacher Center, the district assists new teachers to clear their teaching credential. Teachers receive staff development and mentor support from a credential teacher on special assignment to master the standards for the teaching professions and complete all induction requirements.

Summer of 2016:

Two-day math training to support teachers with the implementation of a new math adoption, Eureka, Great Minds for Pre-School to fifth grade and College Preparatory Mathematics (CPM) for grades sixth through eighth.

Provided differentiated Staff Development for all grades, the following staff development opportunities were available to teachers, teachers registered according to their grade level and professional needs:

- Daily 5-Daily 5 is a literacy structure that allows for differentiation. Teachers use the five literacy tasks and classroom

Management system to build independence, allowing teachers the opportunity to provide one-on-one or small group instruction.

- CAFÉ -CAFÉ is a system for integrating daily formative assessments in daily reading using CAFÉ. CAFÉ is an acronym for

Comprehension, Accuracy, Fluency, and Expanding vocabulary.

- ELD (Designated and Integrated) and the use of the new ELA/ELD Framework
- Project Based Learning (PBL),
- Social-Emotional/Restorative Practices, and
- Guided Reading Instruction – Implemented in K-5th grade. Teachers provide differentiated Guided Reading instruction daily a the student's instructional level.

Professional Staff Development for 2017-18

K -5

Seven teachers attended a four-day training (6/26-5/29)

Trainer or training model, these teachers provided a one-day PD (8/16) to the rest of the TK-5th-grade teachers. The goal of the training was to support teachers to improve the implementation of the district's math adoption (Eureka Great Minds).

The district provided two-days (8/17-8/18) of integrated ELD, the goal of the training was to support teachers to identify instructional strategies to provide greater access for English Language Learners to meet the demands of the Common Core Standards in Mathematics.

A series of one-day workshops were provided on 8/16-8/18, the goal of these training was to support the district's purpose of providing differentiated instruction and improve reading proficiency in K-5 grade. Teachers on Special Assignment provided Guided reading training, CAFÉ (Instructional procedures to help students work independently and strengthen literacy skills), CAFÉ (Instructional systems to help teachers set-up structures to provide one-on-one feedback to students, and support student to identify individual goals for improvement). Teachers also do one-on-one or small group mini-lessons to address students' diverse needs.

Teachers in 3-8 grade participated in a two-day training (8/21-8/22), the goal of the training was to learn how to best implement the new English Language Arts Adoption (EL Education). Follow up training will be provided on Jan. 8, 2018.

All 6-8 grade teachers participated in a two-day training (8/21-8/22) on Integrated ELD. With the use of the ELD/ELA Framework, teachers had the opportunity to understand the connection between Integrated ELD and Grade Level Content. Teachers worked collaboratively cross content areas to plan. Follow-up training will take place on Jan. 8, 2018.

6th-8th- AVID Training

*Summer Institute

*Monthly AVID Meetings- Supporting AVID Introductory (Grades 6-7)/ AVID Advanced (Grade 8)

Professional Staff Development for 2018-19

Summer Trainings 2018

- Design Thinking training (IJA STEAM Teachers)
- ELA Pilot for ARC K-2 Dual Immersion Teachers
- ELA Pilot Benchmark K-2
- New Teacher Trainings (Eureka, EL)
- Amplify Science (3rd-5th)
- E.L Language Dives (6th-8th)
- E.L 3rd-5th (All Block)
- Benchmark Assessment/Differentiated Instruction/Designated ELD (K-2)
- Math Concept Maps (K-8)

2018-2019

July 10-11th:

Discover the power of Language Dives, 3rd-5th-grade teachers. Language Dives empower students to analyze, understand, and use the language of academic sentences.

August 16th:

Teacher in grades K-8 grade came together to review the new Math concept maps

August 17th:

All 3-5 grade teacher on a one-day training on how to implement the ALL Block, an essential component of the newly adopted English Language Arts curriculum. Teachers will receive additional support during the school year.

All 6-8 grade teachers received a one-day professional development on the use of Language Dives and Conversation Cues, the use of these strategies support English language learners to deconstruct complex text in all subject areas and engage in collaborate discourse. Teachers will receive additional support during the school year.

January 7th:

All Grades, review essential components of Project Based Learning (PBL). Teachers received guided support to work collaboratively with grade level peers and departments to develop a PBL unit that is culturally relevant to the students/communities that we serve. The PBL incorporated the Global Citizenship standards to help students understand their role as global citizens who respect and value diversity, understanding social justice, work with others to make the world around them more equitable, and help students take responsibility for their actions.

The Mt. Pleasant School District has consistently focused its staff development efforts to address the needs of the students and teachers to increase student achievement. In the past three years, the professional development for teachers has been to support teachers with the implementation of the

newly adopted English Language Arts and Mathematics curriculum. Below are examples of the professional development that the district and schools have provided in the past three years:

2017-18 to 2019-2020

*Teacher Induction: In partnership with Silicon Valley New Teacher Center, the district assists new teachers to clear their teaching credentials. Teachers receive staff development and mentor support from a credential teacher on special assignment to master the standards for the teaching professions and complete all induction requirements.

*Our AVID teachers provide ongoing professional development on AVID strategies throughout the year.

All Grades reviewed essential components of Project Based Learning (PBL). Teachers received guided support to work collaboratively with grade level peers and departments to develop a PBL unit that is culturally relevant to the students/communities that we serve. The PBL incorporated the Global Citizenship standards to help students understand their role as global citizens who respect and value diversity, understanding social justice, work with others to make the world around them more equitable, and help students take responsibility for their actions.

2017-18:

*Teachers in 3-8 grade participated in a two-day training (8/21-8/22), the goal of the training was to learn how to best implement the new English Language Arts Adoption (EL Education). Follow up training was provided on Jan. 8, 2018.

*All 6-8 grade teachers participated in a two-day training (8/21-8/22) on Integrated ELD. With the use of the ELD/ELA Framework, teachers had the opportunity to understand the connection between Integrated ELD and Grade Level Content.

Teachers worked collaboratively across content areas to plan. Follow-up training took place on Jan. 8, 2018.

2018-2019

July 10-11th:

Teachers met for half a day to collaborate by grade level or department at least once a month. Teachers used cycles of inquiry to monitor student progress. Teachers also developed project-based learning units.

Discover the power of Language Dives, 3rd-5th-grade teachers. Language Dives empower students to analyze, understand, and use the language of academic sentences.

August 16th:

Teachers in grades K-8 grade came together to review the new Math concept maps

August 17th:

All 3-5 grade teachers received a one-day training on how to implement the ALL Block. All Block is an essential component of the newly adopted English Language Arts curriculum. Teachers received additional support during the school year.

All 6-8 grade teachers received a one-day professional development on how to use Language Dives and Conversation Cues. The use of these strategies supports English language learners to deconstruct complex text in all subject areas and engage in collaborative discourse. Teachers received additional support during the school year.

January 24th:

*6th-8th Grade Leadership Team received training on Language Dives to be able to train the rest of the staff.

2019-2020

August 15 -16:

Kindergarten to Fifth-grade teachers reviewed the NGSS as grade level and identified key skills and big ideas. Teachers also identified the gaps within the currently adopted curriculum and identified supplementary material to address the NGSS for their grade level.

K-2 teachers received training on the new English Language Arts adopted curriculum

6-8 grade teachers received AVID training to implement AVID strategies across subject areas and schoolwide.

Throughout the 2019-20 school year:

Teachers and administrators engaged in continuous cycles of inquiry with each of the school's leadership teams. Each school identified a problem of practice and implemented inquiry cycles using the Improvement Science framework to address their problem of practice. Each group received ongoing coaching support from PIVOT learning.

In partnership with the Eastside alliance, every school had a team composed of teachers and administrators; the team received professional development on teacher efficacy. The goal is to engage across grade levels in the district and the feeder High School to address low student performance in Mathematics. The work will continue next school year.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$56,610	\$49,378
Mid-Range Teacher Salary	\$78,334	\$77,190
Highest Teacher Salary	\$109,633	\$96,607
Average Principal Salary (ES)	\$134,363	\$122,074
Average Principal Salary (MS)	\$131,249	\$126,560
Average Principal Salary (HS)	\$0	\$126,920
Superintendent Salary	\$183,038	\$189,346

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	32%	36%
Administrative Salaries	9%	6%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$14,109	\$2,034	\$12,075	\$72,611
District	N/A	N/A	\$9,374	\$77,334
State	N/A	N/A	\$7,506.64	\$77,619.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	25.2	-6.3
School Site/ State	46.7	-6.7

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

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).

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.