Robert Sanders Elementary School
2021 School Accountability Report Card

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 www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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) 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.

2021-22 School Contact Information

School Name	Robert Sanders Elementary School
Street	3411 Rocky Mountain Dr.
City, State, Zip	San Jose, CA 95127-4853
Phone Number	408-258-7288
Principal	Julie Howard
Email Address	jhoward@mpesd.org
School Website	https://www.mpesd.org/Page/16
County-District-School (CDS) Code	43696176048078

2021-22 District Contact Information

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

2021-22 School Overview

Robert Sanders Elementary School is situated in a residential community near the east foothills of San Jose. There are 16 classes for students from TK/Kindergarten through 5th grade consisting of both general education and special education classes (Special Day Classes: one K-2, 3-5 and a SH-SDC 3rd-5th). We have an ethnically diverse student body with an approximate school population of 325 students.

Our mission is to create an atmosphere of continuous social and academic growth, where personal responsibility, respect, and effort are valued in a safe, supportive, and motivating community. Our Vision is "All students will grow..."

Even though we are still in a pandemic, we are back on campus with in-person instruction and learning this year. We have made several modifications to our systems all around campus to ensure safety for all. We are unable to hold activities that include gatherings of large groups (both students and families), but our staff has worked hard to bring many virtual opportunities into their classrooms this year. As we returned to campus this year, we came with the mindset that the social emotional needs of our students would be our number one priority. We have implemented daily morning meetings where the students have time to process and understand the world we are living in. We are focussing on teachings that incorporate diversity and inclusion, and facilitate courageous conversations with and among our students.

Curriculum and Instruction: We are in our fifth year of becoming an Elementary AVID school, where our AVID (Advancement Via Individual Determination) mission is to close the achievement gap by preparing all students for college readiness and success in a global society. We are implementing strategies and skills beginning in TK/ Kindergarten that will prepare our students for academic success, through college and career readiness skills. Our students get to experience technology through our mobile labs. We provide additional academic support to our students through an Intervention teacher after differentiated instruction. We have counselors and a part time family case manager to support our students and families. Robert Sanders teachers offer comprehensive and thematic lessons in language arts, math, science, and social studies through the use of Project Based Learning. Through project-based learning and our EL and Benchmark Curriculum, 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. Standardized test results are provided to parents as soon as the State sends them to the district (CAASPP).

Response to Intervention (RtI): We identify students at risk through our RtI process and hold Student Success Team (SST) meetings with their parents, classroom teacher, counselors, principal and psychologist. We determine what the student needs with input from all stake-holders and create a plan to help the student succeed. All decisions and plans are based on data. We currently have targeted students receiving additional reading intervention with our intervention teacher up to four days a week for thirty minutes in small groups. These groups are selected through assessment data.

School Discipline: We are proud of our school and its commitment to quality education. We have high expectations and believe that all children can and will learn. Our discipline is fair, consistent and research based. Our school adopted the BEST Behavior framework to model positive behavior for our students, and base everything on three principles: Be Respectful, Be Responsible, and Be Safe. We promote a sense of school pride in all students by recognizing student achievement and progress. We focus on making our school a positive learning environment in order to set the foundation for student achievement.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	66
Grade 1	58
Grade 2	60
Grade 3	66
Grade 4	60
Grade 5	63
Total Enrollment	373

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.3
Male	50.7
Asian	9.4
Black or African American	1.6
Filipino	0.8
Hispanic or Latino	79.1
Native Hawaiian or Pacific Islander	1.9
Two or More Races	3.5
White	2.9
English Learners	46.6
Homeless	0.3
Socioeconomically Disadvantaged	65.4
Students with Disabilities	14.7

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

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

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	
Unknown	
Total Teaching Positions	

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

2021-22 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. The district adopted Amplify to ensure our students have access to the he 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. There are sufficient textbooks and instructional materials for all students.

Year and month in which the data were collected	January 22

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance for grades K-2, adopted Spring 2019 & EL Education for grades 3-5th adopted 2017	Yes	0
Mathematics	Eureka Great Minds for grades K-5, adopted 2016	Yes	0
Science	Amplify, adopted Spring 2021	Yes	0
History-Social Science	Studies Weekly - American Legacy, adopted Spring 2021	Yes	0
Foreign Language			
Health			
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)			

School Facility Conditions and Planned Improvements

Our classrooms provide adequate space for our students. In addition to classrooms, classes have the use of the library, and our multipurpose room. We have a large playground with a large play structure, basketball courts and tether balls. In addition, we have two baseball diamonds and a large lawn area. We have a small playground structure in a separate Kindergarten playground. There are chromebooks and iPads available for all classrooms. The facility has wireless capability. Every teacher has a laptop, projector, and an Apple TV. The students and staff have an extensive list of learning applications to support instruction. The updated central heating and cooling systems maintain a comfortable environment. The campus grounds are expansive and have a generous amount of play areas. Cameras were installed in and around the school building to increase safety.

Year and month of the most recent FIT report	2021 September

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			

School Facility Conditions and Planned Improvements

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).

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	183	NT	NT	NT	NT
Female	86	NT	NT	NT	NT
Male	97	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	14	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	145	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	97	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	105	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	41	NT	NT	NT	NT

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	183	NT	NT	NT	NT
Female	86	NT	NT	NT	NT
Male	97	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	14	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	145	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	97	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	105	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	41	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Edcite Student Groups	Edcite Total Enrollment	Edcite Number Tested	Edcite Percent Tested	Edcite Percent Not Tested	Edcite Percent At or Above Grade Level
All Students	190	146	77%	23%	21%
Female	86	64	74%	26%	17%
Male	104	82	79.00%	21%	23%
American Indian or Alaska Native	17	13	76%	24%	38%
Asian	17	15	88%	12%	47%

Black or African American	6	5	83.00%	17%	0
Filipino	2	2	100%	0	0
Hispanic or Latino	151	111	70.00%	30%	14%
Native Hawaiian or Pacific Islander	6	5	83.00%	17.00%	33.33% 2
Two or More Races	12	7	59%	41%	71%
White	23	19	83%	17%	11%
English Learners	100	75	75%	25%	11%
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	123	92	74.00%	26%	18%
Students Receiving Migrant Education Services	4	4	100%	0	0
Students with Disabilities	39	13	33.00%	67%	8%

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Edcite Student Groups	Edcite Total Enrollment	Edcite Number Tested	Edcite Percent Tested	Edcite Percent Not Tested	Edcite Percent At or Above Grade Level
All Students	190	152	80%	20%	53
Female	86	69	80%	20%	30%
Male	104	83	80%	20%	39%
American Indian or Alaska Native	17	16	94%	6%	36%
Asian	17	15	88%	12%	33%
Black or African American	6	6	100%	0	67%
Filipino	2	2	100%	0	0
Hispanic or Latino	151	119	79%	21%	32%
Native Hawaiian or Pacific Islander	6	2	33%	67%	0
Two or More Races	12	8	67%	33%	50%
White	23	18	78%	22%	50%
English Learners	100	85	85%	15%	35%
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	123	104	85%	15%	38%
Students Receiving Migrant Education Services	4	3	75%	25%	67%

| Students with Disabilities | 39 | 36 | 92% | 8% | 33% |

*At or above the grade-level standard in the context of the local assessment administered.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	61	NT	NT	NT	NT
Female	27	NT	NT	NT	NT
Male	34	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	45	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	31	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	35	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	21	NT	NT	NT	NT

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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.

2021-22 Opportunities for Parental Involvement

Robert Sanders Elementary School is a community school. Throughout the year our doors are open for parent involvement, but have been limited due to the COVID 19 pandemic.   Parents are traditionally visible on campus, and with COVID safety regulations, our families have had open communication with our staff via Google Meets, Zoom, emails and phone calls.

Our PTA is active and meets several times a year for a formal meeting, and collaborate regularly to discuss upcoming events and our academic program. Due to the pandemic, our family events have been placed on hold. Instead, during our PTA meetings, we have partnered with Alum Rock Counseling services to offer workshops for our families with tips on supporting their families through the pandemic lifestyle and how to identify if their children are in need of additional support.

We also have an active School Site Council that monitors the Single School Plan and school budgets. We have an active district-wide English Language Advisory Committee.

The Proud Parenting Program (Triple P) has been available to our families which offers families two opportunities for support – Case Management and a Parenting Workshop Series. Parents can participate virtually due to the pandemic.

We have a part-time Family Case Manager who assists in helping to connect families to our school community and resources they may be in need of.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	393	386	2	0.5
Female	192	190	0	0.0
Male	201	196	2	1.0
American Indian or Alaska Native	0	0	0	0.0
Asian	38	36	0	0.0
Black or African American	6	6	0	0.0
Filipino	3	3	0	0.0
Hispanic or Latino	310	305	2	0.7
Native Hawaiian or Pacific Islander	7	7	0	0.0
Two or More Races	15	15	0	0.0
White	11	11	0	0.0
English Learners	191	190	0	0.0
Foster Youth	0	0	0	0.0
Homeless	8	8	0	0.0
Socioeconomically Disadvantaged	258	255	2	0.8
Students Receiving Migrant Education Services	4	4	0	0.0
Students with Disabilities	68	68	1	1.5

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 and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	0.91	0.00	4.71	0.00	3.47	0.20
Expulsions	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.72	2.61	2.45
Expulsions	0.00	0.00	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2021-22 School Safety Plan

Robert Sanders Elementary School believes in the philosophies behind the Peacebuilder program. We have also incorporated BEST practices (PBIS-Positive Behavior Intervention 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 good attendance, demonstrating PeaceBuilder/BEST principles, and academic success through out the year.

We have an after school program to provide additional supervision and support for our students. The Mt. Pleasant After School Program (MPAS) enrolls approximately 100 students. This free program provides a homework center, enrichment activities, and academic support.

Robert Sanders provides a safe and engaging learning environment for all of our students. The district installed a brand new camera system throughout our entire campus to monitor activity. The facility is surveyed for any safety concerns including graffiti and issues are promptly resolved. Emergency drills are held monthly to ensure students know and can use safety procedures in case of an intruder on campus, a fire or an earthquake.

Comprehensive Safe School Plan was last reviewed with committee on 05/21/2021.

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.

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 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	26		3	
1	25		1	
2	26		3	
3	26		2	
4	25		3	
5	21	1	2	
6				
Other	12	3	1	

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 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	8	2	
1	14	2	2	
2	16	2	2	
3	16	2	2	
4	17	2	2	
5	17	2	2	
6	5	1		

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 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	18	8	2	
1	15	2	2	
2	15	2	2	
3	13	3	2	
4	15	2	2	
5	16	2	2	
6				

2020-21 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	

2020-21 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0
Other	0.5

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach 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	$14,203	$5,608	$8,595	$83,118
District	N/A	N/A	$10,062	$84,414
Percent Difference - School Site and District	N/A	N/A	-15.7	-1.5
State			$8,444	$82,431
Percent Difference - School Site and State	N/A	N/A	1.8	0.8

2020-21 Types of Services Funded

*MPAS- Mt. Pleasant After School Program (Due to Distance Learning they built a program where students were on campus doing virtual instruction during the school day in a safe environment).
*Bay Area Tutors - After school tutoring for targeted students (Virtual)
*Silicon Valley Education Foundation-3rd grade Math Tutoring/Intervention (Virtual)
*Virtual and In-person Summer School-SVEF (incoming 3rd through 8th grade)

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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	$59,766	$51,450
Mid-Range Teacher Salary	$82,701	$80,263
Highest Teacher Salary	$115,745	$101,012
Average Principal Salary (Elementary)	$139,880	$128,082
Average Principal Salary (Middle)	$140,537	$132,453
Average Principal Salary (High)	$0	$134,792
Superintendent Salary	$193,242	$197,968
Percent of Budget for Teacher Salaries	31%	34%
Percent of Budget for Administrative Salaries	11%	6%

Professional Development

MPESD Professional Development 2021-2022

August 6, 2021 - SEL with Ronnie for Management

August 13, 2021 - Instructional Technology: Canvas, Powerschool, Newsela, Nearpod

August 16, 2021 - Amplify Science, Crew (SEL)/DEIB Toolkit

August 17, 2021 - Benchmark Advance ELA TK-2, Language Dives 3-8, DEIB, Math, School 2 Home

September 2, 2021 - Benchmark dORR optional for TK -2

October 14, 2021 - Learning A-Z for TK -5

October 21, 2021 - Edcite 3-5

January 3, 2022 - Benchmark Avance Phonics TK-2, Crew Support 3-8, Social Media and Empathy Workshop for non-Science Teachers, Amplify Science for TK-8 & Circle Up - Management, Certificated Staff received training on diversity, equity, inclusion, and belonging.

November 9, December 7, January 25 , April 12 & May 10: East Side Alliance Assessment for Learning Series (3rd - 5th grades)

MPESD Professional Development 2020-2021

August 13,14, 25, 27, September 1, 15, 17, 24, 29 and October 1, 6, 8, 13, 27: CANVAS - Creating Accounts, Making pages and Assignments, Creating home page, Canvas Modules, Creating Quizzes

10/29/2020: Nearpod Certificated and Principals

11/5/2020 & 1/19/2021: Benchmark - Oral Reading Records Assessments TK-5/ Adelante, Principals

12/10/2020: Learning A-Z (RAZ Plus) TK-5 and SPED Certificated and principals

1/4/2021: Language Dives Certificated and Principals

1/4/2021: Circle Up for Certificated, Classified, and Principals

1/14/2021: Sports for Learning - PE/SEL Certificated and Principals

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

Mt. Pleasant Elementary School District
2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview	On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).
	Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.
	Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.
	The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.
	For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

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

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	975	NT	NT	NT	NT
Female	448	NT	NT	NT	NT
Male	527	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	174	NT	NT	NT	NT
Black or African American	16	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	696	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	18	NT	NT	NT	NT
Two or More Races	39	NT	NT	NT	NT
White	25	NT	NT	NT	NT
English Learners	439	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	20	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	582	NT	NT	NT	NT
Students Receiving Migrant Education Services	12	NT	NT	NT	NT
Students with Disabilities	184	NT	NT	NT	NT

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	975	NT	NT	NT	NT
Female	448	NT	NT	NT	NT
Male	527	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	174	NT	NT	NT	NT
Black or African American	16	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	696	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	18	NT	NT	NT	NT
Two or More Races	39	NT	NT	NT	NT
White	25	NT	NT		NT
English Learners	439	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	20	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	582	NT	NT	NT	NT
Students Receiving Migrant Education Services	12	NT	NT	NT	NT
Students with Disabilities	184	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.
*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.
*At or above the grade-level standard in the context of the local assessment administered.