

Robert Sanders Elementary School

**2021-2022 School Accountability Report Card
(Published During the 2022-2023 School Year)**

ROBERT SANDERS



AVID ELEMENTARY

Advancement Via Individual Determination

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/>

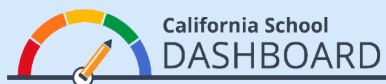
For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

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.

2022-23 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	M Kegelmeyer
Email Address	mkegelmeyer@mpesd.org
School Website	https://www.mpesd.org/Page/16
County-District-School (CDS) Code	43696176048078

2022-23 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

2022-23 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 MMSN K-3, one MMSN 3-5, one ESN-SDC K-3 and one ESN 2-4). We have an ethnically diverse student body with an approximate school population of 351 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..."

This is our second year back with in-person instruction. We have made several modifications to our systems all around campus to ensure safety for all. Family members may now volunteer to support the school but proof of COVID-19 vaccinations are required. Masking continues to be a recommendation for staff, students and volunteers. Although in person gatherings, such as PTA meetings, are now allowed, hybrid options are offered. Further, staff continue to work hard bring many distance learning opportunities, such as virtual field trips and assemblies, into their classrooms this year. Meeting the social emotional needs of our students is a priority of our staff. Students' days start with morning meetings where the students have time to process and understand the world we are living in. We are focusing on teachings that incorporate diversity and inclusion, and facilitate courageous conversations with and among our students. Students are engaged in practices that bring the community together, promote shared understandings, and encourage all to become part of a common community through building positive connections. The structure of these meetings allow for relationship building and character development.

Curriculum and Instruction: We are in our sixth 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 advanced technology with progressive teaching and learning techniques through mobile applications, trained educators and chromebooks and iPads for students. 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 up to two 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

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	54
Grade 1	40
Grade 2	56
Grade 3	54
Grade 4	57
Grade 5	54
Total Enrollment	315

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.4
Male	48.6
American Indian or Alaska Native	0.0
Asian	10.8
Black or African American	1.9
Filipino	0.3
Hispanic or Latino	78.1
Native Hawaiian or Pacific Islander	1.9
Two or More Races	2.5
White	3.5
English Learners	50.5
Foster Youth	0.3
Homeless	2.5
Migrant	0.3
Socioeconomically Disadvantaged	69.2
Students with Disabilities	12.7

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	15.40	88.56	76.10	86.91	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	1.00	1.14	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	0.10	0.14	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.20	0.23	12115.80	4.41
Unknown	1.90	11.38	10.10	11.56	18854.30	6.86
Total Teaching Positions	17.40	100.00	87.50	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
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						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	0.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The district adopts instructional materials aligned to the CA content standards.

There are sufficient textbooks and instructional materials for all students.

Year and month in which the data were collected

January 23

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

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. Each K-5 student has an assigned Chromebook. 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

2022 June

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		

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).
4. **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.

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 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 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 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	23	N/A	36	N/A	47
Mathematics (grades 3-8 and 11)	N/A	15	N/A	22	N/A	33

2021-22 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 CAAs divided by the total number of students who participated in both assessments.

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.

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	174	171	98.28	1.72	22.81
Female	83	82	98.80	1.20	25.61
Male	91	89	97.80	2.20	20.22
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	12	12	100.00	0.00	58.33
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	142	139	97.89	2.11	15.11
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	89	86	96.63	3.37	17.44
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	121	120	99.17	0.83	17.50
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	31	31	100.00	0.00	0.00

2021-22 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 CAAs divided by the total number of students who participated in both assessments.

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.

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	174	174	100.00	0.00	14.94
Female	83	83	100.00	0.00	10.84
Male	91	91	100.00	0.00	18.68
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	12	12	100.00	0.00	50.00
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	142	142	100.00	0.00	9.15
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	89	89	100.00	0.00	8.99
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	121	121	100.00	0.00	8.26
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	31	31	100.00	0.00	6.45

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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	15.79	NT	18.92	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	57	57	100	0	15.79
Female	28	28	100	0	25
Male	29	29	100	0	6.9
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	44	44	100	0	15.91
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	28	28	100	0	14.29
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	41	41	100	0	12.2
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required 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
Grade 5	98%	98%	98%	98%	98%

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.

2022-23 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 with proof of COVID vaccination status can regular volunteer. 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. To maximize family participation, meetings are held in a simultaneous online/in-person format. We partner with Alum Rock Counseling services which offers a program that targets high-risk youth and their families with the goal of preventing, reducing, and eliminating mental health issues that may be inhibiting academic success and family wellness.

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.

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.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	353	345	73	21.2
Female	184	181	35	19.3
Male	169	164	38	23.2
American Indian or Alaska Native	0	0	0	0.0
Asian	37	35	3	8.6
Black or African American	6	6	0	0.0
Filipino	1	1	0	0.0
Hispanic or Latino	281	275	67	24.4
Native Hawaiian or Pacific Islander	6	6	1	16.7
Two or More Races	8	8	1	12.5
White	11	11	1	9.1
English Learners	180	176	35	19.9
Foster Youth	1	1	0	0.0
Homeless	9	9	5	55.6
Socioeconomically Disadvantaged	255	249	60	24.1
Students Receiving Migrant Education Services	1	1	0	0.0
Students with Disabilities	49	48	15	31.3

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 February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 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

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	0.28	0.00	2.15	0.20	3.17
Expulsions	0.00	0.00	0.00	0.06	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.28	0.00
Female	0.54	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	0.36	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	0.56	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.39	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	2.04	0.00

2022-23 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 both a before and after school program to provide additional supervision and support for our students. The Sunrise Club enrolls approximately 30 students and provides morning enrichment activities to start the students day off with a positive school relationship and connect. The Mt. Pleasant After School Program (MPAS) enrolls approximately 150 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 school has a 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 02/15/2022.

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.

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	

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	14	4		
1	20	1	1	
2	14	2	2	
3	14	2	2	
4	14	2	2	
5	14	2	2	

2021-22 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	0

2021-22 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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	0.7

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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	\$14,297	\$6,349	\$7,948	\$111,479
District	N/A	N/A	\$9,344	\$114,076
Percent Difference - School Site and District	N/A	N/A	-16.1	-2.3
State	N/A	N/A	\$6,594	\$84,612
Percent Difference - School Site and State	N/A	N/A	18.6	27.4

2021-22 Types of Services Funded

- *MPAS- Mt. Pleasant After School Program
- *Sunrise Club - Early morning enrichment before the school day
- *ELOP - Extended Learning Opportunity Program - After school tutoring for targeted students
- *Summer School-SVEF (incoming 3rd through 5th grade)

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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	\$51,591
Mid-Range Teacher Salary	\$92,532	\$79,620
Highest Teacher Salary	\$115,745	\$104,866
Average Principal Salary (Elementary)	\$141,195	\$131,473
Average Principal Salary (Middle)	\$142,510	\$135,064
Average Principal Salary (High)	0	\$137,679
Superintendent Salary	\$190,000	\$205,661
Percent of Budget for Teacher Salaries	31%	33%
Percent of Budget for Administrative Salaries	7%	6%

Professional Development

MPESD Professional Development 2022-2023

July-August Zearn Orientation Training Grades (3-5) ~ OPTIONAL

July 27 Clever Webinars (OPTIONAL)

August 3 Annual Math Summit 2022 (OPTIONAL)

August 3-4, 2022 - Improving Teaching and Learning-Evidence-Based Practices Across the Entire System (Management)

August 5, 2022 - iReady, Evaluations (Management)

August 15, 2022 - Mandated Reporter (all staff)

Desired results Developmental Profile online training (TK)

iReady: Getting Good Data (K-8)

Early Literacy/Best Practices/Dyslexia/Science of Reading (TK-2)

Conscious Classroom Management (procedures, relationships, consequences, & de-escalations) (3-8 ~ including classified and MPAS staff)

August 16, 2022 - Collaboration/Planning Curriculum Mapping/Priority Standards ~ELA, Math, Science, HSS, PE (K-5)
CREW Modeling, Participating, Planning (TK-8)

August 23, 2022 - Building Equity (TK-5)

September 13, 2022 AVID Strategies (TK-5)

September 27, 2022 AVID Strategies Examples and Collaboration (TK-5)

October 20, 2022 iReady - Using Data to Plan for Instruction (TK-5)

October 25, 2022 iReady - Run Hide Defend Training (TK-5)

November 3, 2022 EL Education (TK-5)

November 15, 2022 WICOR Strategies (TK-5)

January 9, 2023 - i-Ready Toolkit and Collaboration (K-5)

Emotional First Aid, Power Struggle, and Behavior Support Techniques (K-5 Teachers and IAs)

Collaboration/ Planning Grade Levels/Departments (K-5)

January 10, 2023 - Medical Intervention Trainings (Diabetes, Seizure, AED, Epi-Pen) (TK-5)

February 2, 2023 - District PD/Collaboration/Planning

March 2 , 2023 District PD/Collaboration/Planning

April 20, 2023 District PD/Collaboration/Planning

ADDITIONAL OPTIONAL WEBINAR, TRAINING and RESOURCE OPPORTUNITIES

ELPAC training

Benchmark Advance (TK-2) ~ On Demand

Epic! ~ On Demand

EL Education Resources/Collections

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

Professional Development

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3