California Department of **EDUCATION**

2019–2020 School Accountability Report Card

Translation Disclaimer

School Accountability Report Card

Reported Using Data from the 2019–2020 School Year

California Department of Education

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.

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.

Jenay Enna, Principal

- Principal, Sakamoto Elementary

About Our School

Contact

Sakamoto Elementary
6280 Shadelands Dr.
San Jose, CA 95123-4645

Phone: 408-227-3411
Email: jenna@ogsd.net

About This School

Contact Information (School Year 2020–2021)

District Contact Information (School Year 2020–2021)	
District Name	Oak Grove Elementary
Phone Number	(408) 227-8300
Superintendent	José Manzo
Email Address	jmanzo@ogsd.net
Website	www.ogsd.net

School Contact Information (School Year 2020–2021)	
School Name	Sakamoto Elementary
Street	6280 Shadelands Dr.
City, State, Zip	San Jose, Ca, 95123-4645
Phone Number	408-227-3411
Principal	Jenay Enna, Principal
Email Address	jenna@ogsd.net
Website	sakamoto.ogsd.net
County-District-School (CDS) Code	43696256072144

Last updated: 1/11/2021

School Description and Mission Statement (School Year 2020–2021)

Sakamoto Elementary is in the Oak Grove School District (OGSD), a district that is committed to developing a safe, inclusive, caring, educational community. Sakamoto's school community mission is to promote life-long learning through a balanced curriculum, by guiding students to become self-motivated and achieve their highest potential. We pride ourselves on being a responsible, respectful, caring community, where students are immersed in a culture of excellence.

The California Common Core State Standards serve as a foundation for Sakamoto's robust instructional program, helping to prepare our students for their 21st Century futures. Sakamoto's highly qualified staff seeks ways to go beyond mastery of basic skills and teach higher-order and critical thinking skills. Through collaborative and rigorous problem-solving activities, use of technology, and opportunities to discuss and process individually, and in groups, we are providing students with rich learning experiences that will eventually help them in college and beyond.

In addition, teachers attend on-going training and provide instruction in our Common Core State Standards-based curriculum and 21st-century skills. Curriculum components include Engage NY Math, Expeditionary Learning, Core Knowledge Language Arts, Sobrato Early Academic Literacy Program (SEAL), Project-Based

Learning, and balanced literacy, including Writers' Workshop.

To facilitate the learning process and ensure success for all students, Sakamoto staff actively participates in the Cycle of Inquiry (COI) and Continuous Equity Improvement work within their Professional Learning Communities (PLC's). This work includes collecting and analyzing data, reflecting on teacher practices, collaborating on strategies, and planning the next steps. Our aim is to ensure that all students' academic needs are met regardless of ethnic, racial, or socioeconomic differences. Classroom discussion strategies and ways to enhance academic discourse in math and across content areas, and developing academic language, both orally and in writing, are priority areas for our professional development plan.

As students are identified as needing extra support, Sakamoto offers a variety of safety nets such as small group instruction during the school day, cross-age and peer tutoring, after school homework club, and extended-day literacy or math academies. In addition, our school now offers on-line computer-adaptive interventions, including Scholastic's READ 180 / Systems 44, and iReady as support for our students. Some of these safety nets are on a volunteer basis while others depend upon funding.

In addition to academics, students are expected and taught to be responsible for positive behavior choices. The strategies used in the school come from various programs or settings such as Leader in Me, Project Cornerstone, Positive Behavior Intervention Support (PBIS) lessons, social thinking curriculum, behavior and anti-bullying assemblies, and class meetings (community circles). These types of activities and lessons teach positive social skills

and tools in resolving conflicts. Leader in Me and PBIS are our overall programs for creating a positive school experience for all students. The Leader In Me program is a comprehensive leadership program that is being fully implemented over three years. Through the components of Leader In Me, students learn Steven Covey's 7 Habits of Highly Effective People. PBIS is a systemic approach to creating a

predictable school culture with a common set of expectations. Our work involves creating, teaching, and implementing behavioral expectations and procedures while using our discipline referral data on a consistent basis to drive decisions. Students, staff, and the community are expected to live the values delineated as our ABCs (Act Responsibly, Be Respectful & Care for Others). By reflecting on these values we strive to create a school culture of high behavioral expectations that are matched by support.

It takes a variety of stakeholders to help Sakamoto reach all of our goals. Everyone is involved in building our Sakamoto community, whether it be our students, teachers, classified staff, administration, parents, volunteers, District Office personnel, or outside agencies. It is truly this collaboration and interdependence that enables Sakamoto School to be an excellent school.

Last updated: 1/11/2021

Student Enrollment by Grade Level (School Year 2019–2020)

Grade Level	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Total Enrollment
Number of Students	75	78	102	81	97	94	84	611
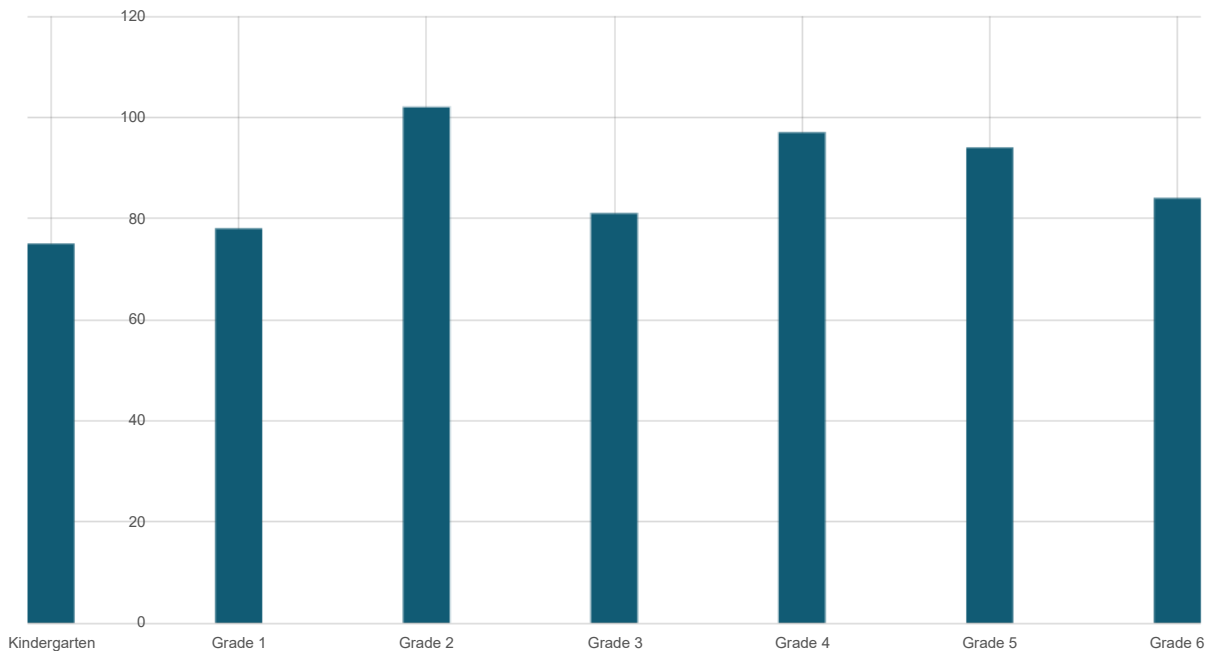
Last updated: 1/11/2021

Student Enrollment by Student Group (School Year 2019–2020)

Student Group	Black or African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Native Hawaiian or Pacific Islander
Percent of Total Enrollment	1.80 %	%	23.70 %	3.40 %	29.10 %	1.50 %

| Student Group (Other)	Socioeconomically Disadvantaged	English Learners	Students with Disabilities	Foster Youth	Homeless
Percent of Total Enrollment	16.20 %	13.10 %	14.10 %	0.20 %	0.30 %

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

Teachers	School 2018–2019	School 2019–2020	School 2020–2021	District 2020–2021
With Full Credential	31	29	28	427
Without Full Credential	1	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	2
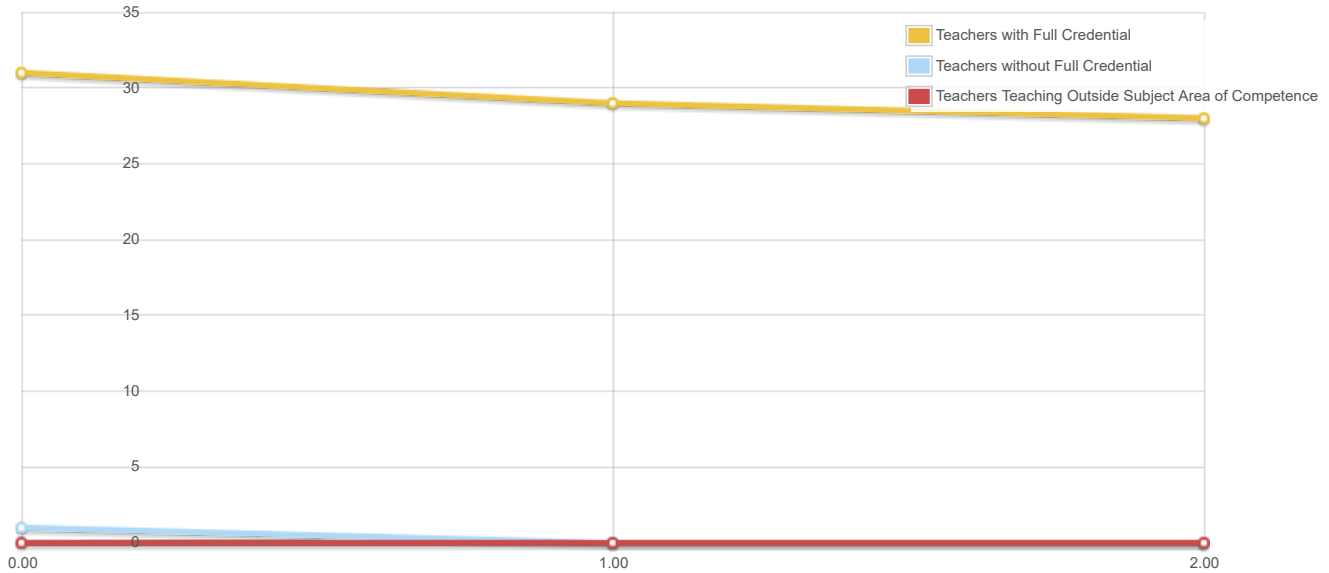
Last updated: 1/11/2021

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018–2019	2019–2020	2020–2021
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0
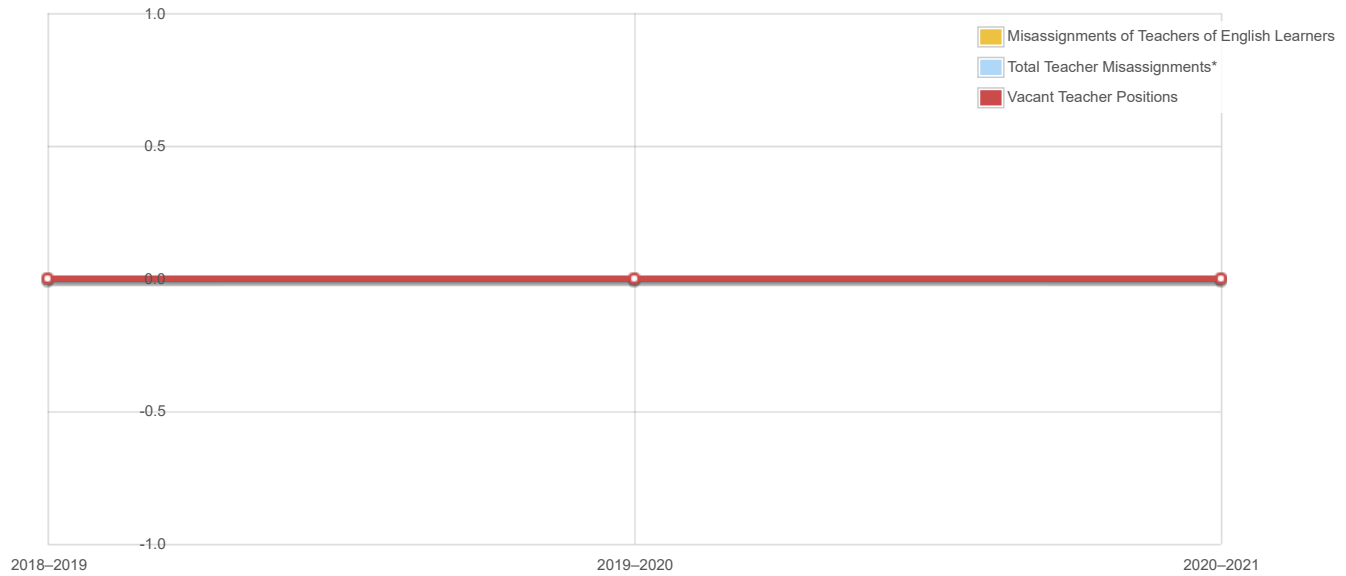
Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

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

Last updated: 1/11/2021

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020–2021)

Year and month in which the data were collected: August 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K-2: Core Knowledge Lang. Arts (CKLA) Adopted 2015 3-8: Expeditionary Learning Adopted 2015	Yes	0.00 %
Mathematics	K-5: EngageNY Adopted 2015 6-8: College Prep Math (CPM) Adopted 2015	Yes	0.00 %
Science	K-5 Harcourt Science Adopted 2001 6-8 Prentice Hall Adopted 2007	No	0.00 %
History-Social Science	K-5 Studies Weekly Adopted 2019 6-8 Discovery Adopted 2019	Yes	0.00 %
Foreign Language			0.00 %
Health			0.00 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

School Facility Conditions and Planned Improvements

During the FIT inspection we found some lighting issues as well as a broken restroom sign. Work orders were creted/ Overall the site is in "Good" shape.

School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:
- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: December 2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	No issues.
Interior: Interior Surfaces	Good	No issues.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	No issues.
Electrical: Electrical	Fair	a few lighting issues noted. Work orders were created for repairs.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Fair	Broken restroom signage. Work order was created.
Safety: Fire Safety, Hazardous Materials	Good	No issues.
Structural: Structural Damage, Roofs	Good	No issues.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	No issues.

Overall Facility Rate

Year and month of the most recent FIT report: December 2020

Overall Rating	Good

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 2018–2019	School 2019–2020	District 2018–2019	District 2019–2020	State 2018–2019	State 2019–2020
English Language Arts / Literacy (grades 3-8 and 11)	63%	N/A	50%	N/A	50%	N/A
Mathematics (grades 3-8 and 11)	61%	N/A	42%	N/A	39%	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

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.

Last updated: 1/11/2021

Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019–2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Last updated: 1/11/2021

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019–2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waives the requirement for statewide testing for the 2019–2020 school year.

Last updated: 1/11/2021

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018–2019	School 2019–2020	District 2018–2019	District 2019–2020	State 2018–2019	State 2019–2020
Science (grades 5, 8, and high school)	47	N/A	40	N/A	30	N/A

Note: Cells with N/A values do not require data.
Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.
Note: The new California Science Test (CAST) was first administered operationally in the 2018–2019 school year.

Last updated: 1/11/2021

CAASPP Tests Results in Science by Student Group
Grades Five, Eight and High School (School Year 2019–2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Last updated: 1/11/2021

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

California Physical Fitness Test Results (School Year 2019–2020)

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

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

Last updated: 1/11/2021

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 2020–2021)

At Sakamoto, parents are welcome and involved. We encourage parent engagement and parents take an active role on the School Site Council (SSC) and in the Parent Teacher Organization (PTO), the
fundraising arm of the school community. Walk-a-thons, Harvest Festivals, silent auctions, and Book Fairs are just a few of the fundraising opportunities for families.
Parents help in various capacities at school or in the classroom, such as making copies in the office, supporting the teacher to lead centers or classroom activities, teaching Art Vista, Science Vista, or Project Cornerstone lessons, and being the classroom parent to help coordinate certain activities. Parent volunteers are trained by the principal each year, providing guidelines and common expectations for safely working with students and participating on campus.
Sakamoto has an active Hispanic Parent Group and an African American "Koffee Klatch" group that meets monthly. The purpose of these two groups is to create a safe forum for parents/families to ask questions, discuss relevant topics, and seek out/share resources.
Additionally, we engage our parent community through regular communication and social media. Parents receive updates and notices through Parent Square and our Facebook and Twitter Feeds provide additional information as well as highlights instruction and activities within the school.
For more information about our parent groups and volunteer opportunities, please contact the front office at 408-227-3411 or visit our school website for parent meeting dates. www.sakamoto.ogsd.net

Last updated: 1/11/2021

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

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
(data collected between July through June, each full school year respectively)

Suspensions	Expulsions
1.39%	0.00%
1.10%	0.00%
2.90%	0.00%
2.80%	0.00%
3.50%	0.10%
3.50%	0.10%

Rate

School
2017–2018

Suspensions and Expulsions for School Year 2019–2020 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	Suspensions	Expulsions
School 2019–2020	1.50%	0.00%
District 2019–2020	1.20%	0.00%
	--	--

2018–2019

State 2019–2020

State 2017–2018

State 2018–2019

Note: The 2019–2020 suspensions and expulsions rate data are not comparable to prior 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 prior years.

Last updated: 1/11/2021

School Safety Plan (School Year 2020–2021)

As a result of the COVID-19 pandemic, and under the guidance of the Santa Clara Public Health Department and the Santa Clara County Office of Education, Sakamoto School closed for Shelter-In-Place on March 16, 2020. This involved the discontinuation of students receiving in-person instruction at school until it is safe to return. Since that time, all instruction has been delivered through a distance learning model in which students participate in synchronous online learning with their teacher and asynchronous learning activities at home. While operating in the distance learning model, Sakamoto School continues to strive to meet all of our goals and create an online school environment that meets the needs of our students and families, and is aligned with our OGSD's Distance Learning Plan.

Last updated: 1/11/2021

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

Average Class Size and Class Size Distribution (Elementary) School Year (2017–2018)

Grade Level	K	1	2	3	4	5	6	Other**
Average Class Size	21.00	26.00	25.00	22.00	25.00	30.00	29.00	12.00
Number of Classes * 1-20	1			1	1			1
Number of Classes * 21-32	3	2	3	4	2	2	3	
Number of Classes * 33+								

* 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 (Elementary) School Year (2018–2019)

Grade Level	K	1	2	3	4	5	6	Other**
Average Class Size	22.00	24.00	26.00	22.00	26.00	28.00	23.00	12.00
Number of Classes * 1-20				1	1		1	1
Number of Classes * 21-32	3	4	3	4	3	3	3	
Number of Classes * 33+								

* 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 (Elementary) School Year (2019–2020)

Grade Level	K	1	2	3	4	5	6	Other**
Average Class Size	24.00	23.00	24.00	33.00	29.00	29.00	26.00	9.00
Number of Classes * 1-20	3	3	4	2	3	3	3	5
Number of Classes * 21-32			1					

Number of Classes *
33+

* 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.

Last updated: 1/11/2021

Ratio of Pupils to Academic Counselor (School Year 2019–2020)

Title	Ratio
Pupils to Academic Counselor*	0.0

*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.

Last updated: 1/11/2021

Student Support Services Staff (School Year 2019–2020)

	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.20
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.00
Resource Specialist (non-teaching)	
Other	0.50

*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.

Last updated: 1/11/2021

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018–2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$12074.00	$4527.00	$7547.00	$81355.00
District	N/A	N/A	$8430.00	$85351.00
Percent Difference – School Site and District	N/A	N/A	-7.50%	-3.20%
State	N/A	N/A	$7750.12	$84183.00
Percent Difference – School Site and State	N/A	N/A	-1.70%	-2.20%

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

Types of Services Funded (Fiscal Year 2019–2020)

As a result of the COVID-19 pandemic, and under the guidance of the Santa Clara Public Health Department and the Santa Clara County Office of Education, Sakamoto School closed for Shelter-In-Place on March 16, 2020. This involved the discontinuation of students receiving in-person instruction at school until it is safe to return. Since that time, all instruction has been delivered through a distance learning model in which students participate in synchronous online learning with their teacher and asynchronous learning activities at home. While operating in the distance learning model, Sakamoto School continues to strive to meet all of our goals and create an online school environment that meets the needs of our students and families, and is aligned with our OGSD's Distance Learning Plan.

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

Teacher and Administrative Salaries (Fiscal Year 2018–2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$52,915	$51,004
Mid-Range Teacher Salary	$82,818	$82,919
Highest Teacher Salary	$101,605	$104,604
Average Principal Salary (Elementary)	$140,343	$131,277
Average Principal Salary (Middle)	$145,697	$136,163
Average Principal Salary (High)	$	$128,660
Superintendent Salary	$283,851	$230,860
Percent of Budget for Teacher Salaries	34.00%	35.00%
Percent of Budget for Administrative Salaries	5.00%	5.00%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/ .

Teacher Salary Chart

Principal Salary Chart

| Average Principal Salary (Elementary) | Average Principal Salary (Middle) | Average Principal Salary (High) |
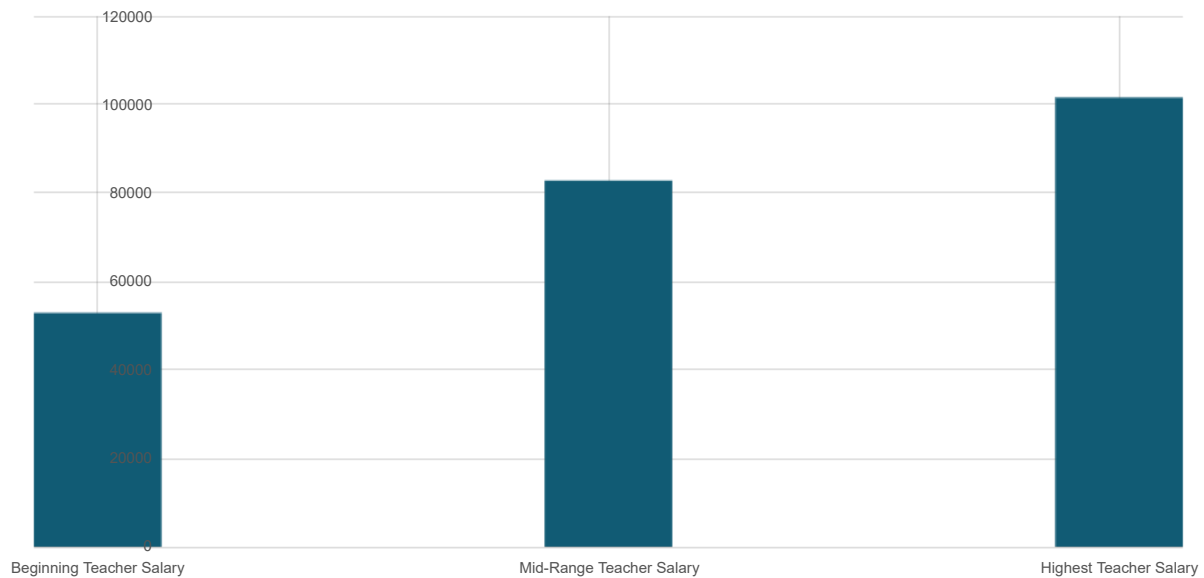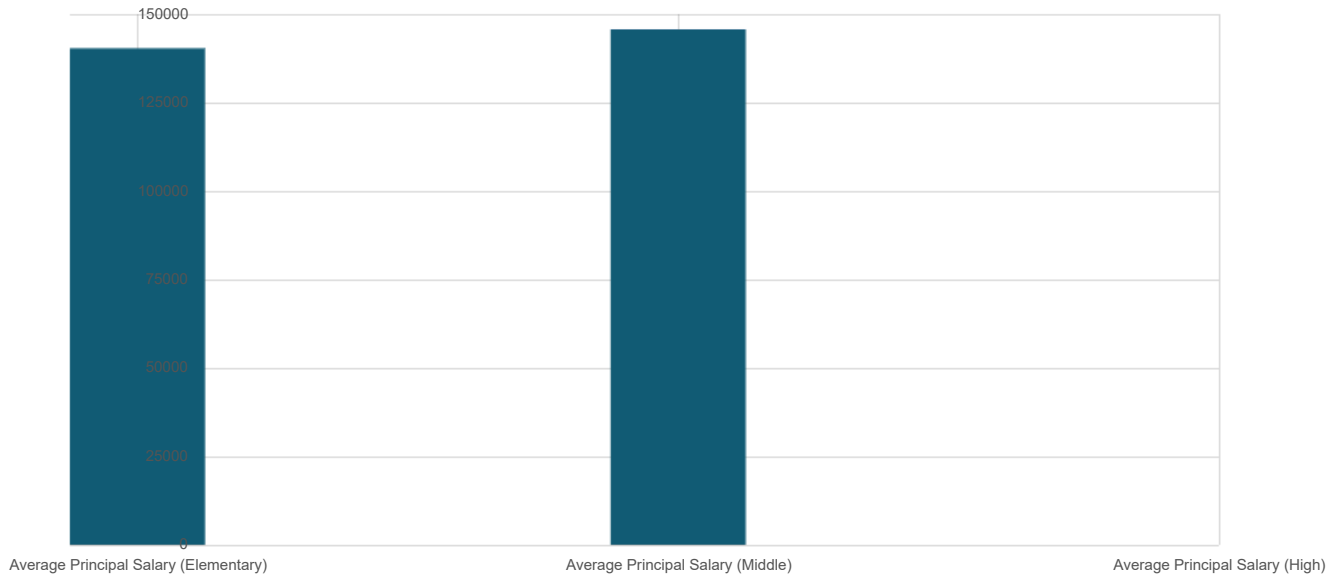
Last updated: 1/11/2021

Professional Development

Measure	2018–2019	2019–2020	2020–2021
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

Questions: SARC TEAM | sarc@cde.ca.gov | 916-319-0406

California Department of Education
1430 N Street
Sacramento, CA 95814