

Sakamoto Elementary
2021–22 School Accountability Report Card
Reported Using Data from the 2021–22 School
Year
California Department of Education

Address: 6280 Shadelands Dr.
San Jose, CA , 95123-
4645

Principal: Dr. Rafael Zavala, Ed.D.

Phone: (408) 227-3411

Grade
Span:

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 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.

About This School

Dr. Rafael Zavala, Ed.D.

📍 Principal, Sakamoto Elementary

About Our School

Dr. Rafael Zavala, Ed.D.

Principal,

Sakamoto Elementary

Contact

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

Phone: [\(408\) 227-3411](tel:4082273411)

Email: rzavala@ogsd.net

Contact Information (School Year 2022–23)

District Contact Information (School Year 2022–23)

District Name	Oak Grove Elementary
Phone Number	(408)227-8300
Superintendent	Manzo, José
Email Address	jmanzo@ogsd.net
Website	https://www.ogsd.net/

School Contact Information (School Year 2022–23)

School Name	Sakamoto Elementary
Street	6280 Shadelands Dr.
City, State, Zip	San Jose, CA , 95123-4645
Phone Number	(408) 227-3411
Principal	Dr. Rafael Zavala, Ed.D.
Email Address	rzavala@ogsd.net
Website	http://sakamoto.ogsd.net
County-District-School (CDS) Code	43696256072144

Last updated: 2/1/23

6280 Shadelands Dr
San Jose, CA 95123
(408) 227-3411

School Description and Mission Statement (School Year 2022–23)

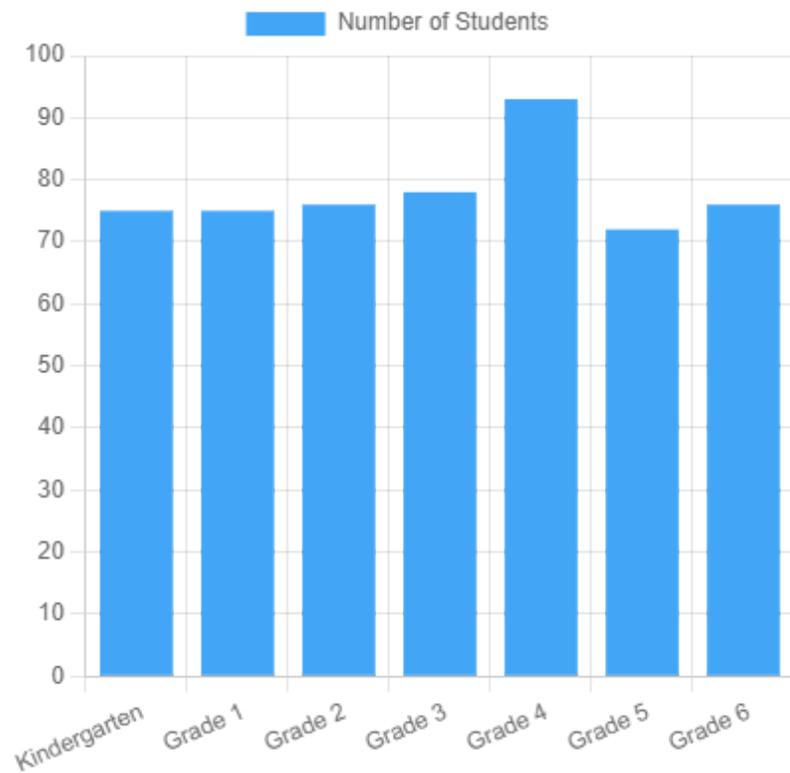
Sakamoto is a comprehensive K-6 school. It serves 550 students. Five SDC classrooms serve TK-6 non-categorical students. A very strong parent community supports our students in Art Vista, Science Vista, and Project Cornerstone.

Sakamoto's mission is to provide a safe, respectful and inclusive environment that inspires students to use their voice to create a foundation for lifelong learning and leadership. Sakamoto supports families to achieve their personal best, while nurturing emotional, social and physical well-being.?

Last updated: 2/1/23

Student Enrollment by Grade Level (School Year 2021–22)

Grade Level	Number of Students
Kindergarten	75
Grade 1	75
Grade 2	76
Grade 3	78
Grade 4	93
Grade 5	72
Grade 6	76
Total Enrollment	545



Minimum students was not met in the provided examples. Future development will include messages on the table to explain what the minimums are to display data.

Last updated: 2/1/23

Student Enrollment by Student Group (School Year 2021–22)

Student Group	Percent of Total Enrollment
Female	45.90%
Male	54.10%
Non-Binary	0.00%
American Indian or Alaska Native	0.20%
Asian	26.60%
Black or African American	0.90%
Filipino	3.50%
Hispanic or Latino	28.10%

Student Group (Other)	Percent of Total Enrollment
English Learners	14.70%
Foster Youth	0.20%
Homeless	0.40%
Migrant	0.00%
Socioeconomically Disadvantaged	11.40%
Students with Disabilities	13.60%

Student Group	Percent of Total Enrollment
Native Hawaiian or Pacific Islander	1.70%
Two or More Races	10.10%
White	28.60%

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Preparation and Placement (School Year 2020–21)

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)	23.20	85.32	385.40	91.56	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	8.30	1.98	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	3.67	1.60	0.39	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	3.10	0.74	12115.80	4.41
Unknown	3.00	11.01	22.40	5.32	18854.30	6.86
Total Teaching Positions	27.20	100.00	420.90	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.

Last updated: 2/1/23

Teacher Preparation and Placement (School Year 2021–22)

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						

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.

Last updated: 2/1/23

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

Authorization/Assignment	2020-21 Number	2021-22 Number
Permits and Waivers	0.00	
Misassignments	1.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	1.00	

Last updated: 1/11/23

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

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

Last updated: 1/11/23

Class Assignments

Indicator	2020– 21 Percent	2021– 22 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	3.80	
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	

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

Last updated: 1/11/23

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2022–23)

Year and month in which the data were collected: August 2022

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%
Mathematics	6-8: College Prep Math (CPM) Adopted 2015 K-5: EngageNY Adopted 2015, not SBE adopted, local board approved Our district went through a math pilot process in 2016 but was not able to reach a consensus decision to bring a recommendation to our governing board. Fiscal impacts to declining enrollment also impacted the district's decision to reach a consensus decision. Further, the effects of the COVID pandemic paused our ability to begin a new pilot/adoption process. However, there is objective evidence that EngageNY curricula are aligned with CCSS. In 2015, EdReports reviewed 26 well-known K–8 mathematics textbooks for their alignment with CCSS and found Eureka Math (which is a commercial variant of the free and open version featured within EngageNY) to be well-aligned with CCSS for the grade levels	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
and CCSS-related areas for which they were reviewed.			
Science	K-5 Harcourt Science Adopted 2001 6-8 Prentice Hall Adopted 2007	No	0%
History-Social Science	K-5 Studies Weekly Adopted 2019 6-8 Discovery Adopted 2019	Yes	0%
Foreign Language	N/A		0%
Health	N/A		0%
Visual and Performing Arts	N/A		0%
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0%

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

Last updated: 2/1/23

School Facility Conditions and Planned Improvements

Sakamoto Elementary has a large central building that houses the administration, library, cafeteria, and classroom wings. The campus also has several classroom portable buildings.

Sakamoto Elementary received a major site work, roofing, and mechanical system upgrade in the past 10 years. We look forward to expanding the modernization of the campus to the interior with the passing of Bond Measure P. The overall condition of the campus is Good.

Last updated: 2/1/23

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: January 2023

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer		
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Poor	During the inspection, minor work orders were generated to address a leaking urinal and repair door stops.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Poor	Work orders generated to repair door closers, door stops, and latch issues to be

System Inspected	Rating	Repair Needed and Action Taken or Planned
		addressed in the coming weeks.

Overall Facility Rate

Year and month of the most recent FIT report: January 2023

Overall Rating	Good
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Last updated: 2/1/23

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
 2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
 3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven taking and completing a state-administered assessment

Percentage of Students Meeting or Exceeding the State Standard

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	66%	N/A	50%	N/A	47%
Mathematics (grades 3-8 and 11)	N/A	60%	N/A	41%	N/A	33%

Note: Where it was the most viable option, in 2020–21, LEAs were required to administer the statewide summative assessment in ELA and mathematics and where a statewide summative assessment was not the most viable option for the LEA, LEAs were permitted report results from a different assessment that meets the criteria established by the California State Board of Education on March 16, 2021. The 2020–

21 data cells for the school, district, state have N/A values because these data are not comparable to 2021–22 data.

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: 2/1/23

**CAASPP Test Results in ELA by Student Group for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven
(School Year 2021–22)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	318	304	95.60	4.40	66.45
Female	152	149	98.03	1.97	69.13
Male	166	155	93.37	6.63	63.87
American Indian or Alaska Native	0	0	0	0	0
Asian	81	80	98.77	1.23	85.00
Black or African American	--	--	--	--	--
Filipino	13	13	100.00	0.00	84.62
Hispanic or Latino	95	89	93.68	6.32	41.57
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	34	32	94.12	5.88	84.38
White	85	80	94.12	5.88	70.00
English Learners	29	29	100.00	0.00	24.14
Foster Youth	0	0	0	0	0
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	37	32	86.49	13.51	28.13
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	55	44	80.00	20.00	6.82

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of

students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 2/1/23

**CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven
(School Year 2021–22)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	318	305	95.91	4.09	60.07
Female	152	149	98.03	1.97	57.14
Male	166	156	93.98	6.02	62.82
American Indian or Alaska Native	0	0	0	0	0
Asian	81	80	98.77	1.23	82.50
Black or African American	--	--	--	--	--
Filipino	13	13	100.00	0.00	76.92
Hispanic or Latino	95	89	93.68	6.32	34.09
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	34	33	97.06	2.94	66.67
White	85	80	94.12	5.88	65.82
English Learners	29	28	96.55	3.45	18.52
Foster Youth	0	0	0	0	0
Homeless				--	
Military	0	0	0	0	0
Socioeconomically Disadvantaged	37	32	86.49	13.51	25.81
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	55	45	81.82	18.18	2.33

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number

of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 2/1/23

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 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	45.45	NT	36.27	28.72	29.47

Note: Science test results include the CAST 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 CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 2/1/23

**CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2021–22)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	71	66	92.96	7.04	45.45
Female	39	37	94.87	5.13	45.95
Male	32	29	90.63	9.37	44.83
American Indian or Alaska Native	0	0	0	0	0
Asian	18	17	94.44	5.56	58.82
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	21	18	85.71	14.29	27.78
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	22	21	95.45	4.55	52.38
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	13	8	61.54	38.46	--

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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 2021–22)

Percentage of Students Participating in each of the five Fitness Components

For the SARC reporting year (2021–22), the percentage of students participating in each of the five Fitness Components is reported below.

The formula for the participation rate (percent) of students meeting each of the five FITNESSGRAM Components, by grade is:

(The number of students who participated in the FITNESSGRAM Component)
 – divided by –
 (The total number of students enrolled at time of testing)

Grade	Component 1:	Component 2:	Component 3:	Component 4:	Component 5:
	Aerobic Capacity	Abdominal Strength and Endurance	Trunk Extensor Strength and Flexibility	Upper Body Strength and Endurance	Flexibility
5	100%	98%	98%	97%	97%
7					
9					

Note: Due to changes to the 2021–22 PFT administration, only participation results are required for these five fitness areas.

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 2/1/23

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

Opportunities for Parental Involvement (School Year 2022–23)

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?

State Priority: Pupil Engagement

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

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

**Chronic Absenteeism by Student Group
(School Year 2021–22)**

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	579	569	96	16.9
Female	267	261	43	16.5
Male	312	308	53	17.2
American Indian or Alaska Native	1	1	0	0.0
Asian	156	152	9	5.9
Black or African American	6	6	0	0.0
Filipino	19	19	3	15.8
Hispanic or Latino	170	166	52	31.3
Native Hawaiian or Pacific Islander	9	9	3	33.3
Two or More Races	58	58	6	10.3
White	157	157	23	14.6
English Learners	86	84	13	15.5
Foster Youth	1	1	0	0.0
Homeless	2	2	1	50.0
Socioeconomically Disadvantaged	77	75	33	44.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	90	88	41	46.6

Last updated: 2/1/23

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 for School Year 2019–20 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019–20	District 2019–20	State 2019–20
Suspensions	0.78%	0.84%	2.45%
Expulsions	0.00%	0.00%	0.05%

Note: 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.

Suspensions and Expulsions

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

Rate	School 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
Suspensions	0.00%	1.73%	0.02%	2.08%	0.20%	3.17%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.07%

Note: 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.

Last updated: 2/1/23

**Suspensions and Expulsions by Student Group
(School Year 2021–22)**

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.73	0.00
Female	1.50	0.00
Male	1.92	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.64	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.76	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	3.82	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	5.19	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	7.78	0.00

Last updated: 2/1/23

School Safety Plan (School Year 2022–23)

GOAL 1: Establish systems and protocols to maintain the safety of all students and staff during the COVID pandemic.

Strategy 1.1: Establish and follow protocols when a student or staff member has been in contact with someone that has been diagnosed with COVID 19 or exhibits symptoms of COVID-19

Assessment 1.1: Protocol provided to staff and community

Strategy 1.2: Staff and students will be trained on proper hand washing and use of sanitizer to take place several times a day with sanitizer stations throughout the school campus. Hand sanitizer is provided.

Assessment 1.2: Training scheduled and presented to staff and students on the first day of school and ongoing training

Strategy 1.3: Students will be asked to wear face coverings throughout the day in their classrooms and outside of their classrooms. Extra masks are provided as needed.

Assessment 1.3: Protocol developed and shared with the community.

Strategy 1.4: Students sent home with any symptoms placed in an isolation area.

Assessment 1.4: Protocol developed and shared with the community.

Strategy 1.5: Mandated testing for exposed students.

Assessment 1.5: Protocol communicated and posted to families, students and staff.

Baseline Data 1.1: COVID protocols have been very successful.

GOAL 2: School will update the ARCC to ensure adequate necessary supplies in the event of an emergency.

Strategy 2.1: Each class will receive a bin, along with a gallon sized zip top bag for every student. Parent letters will accompany the bags home, asking for snacks, activities and comfort items to be stored inside the ARCC.

Assessment 2.1: Confirm storage of classroom bins with zip top bags for every student by October. **Extra snacks and activities will be provided for students that do not return a snack and activities from home.**

Strategy 2.2: Updated materials include Rescue Backpacks and **First Aid Supplies** that are replaced every 5 years including such items as band aids, bandages, etc.

Assessment 2.2: Verify items have been delivered and placed in the ARCC by January.

Baseline Data 2.1 /2.2: ARCC materials are replaced on a rotating basis.

?GOAL 3: Provide mental health support for students.

Strategy 3.1: Mental Health Intern support for 1.2 days **(on-campus)**

Strategy 3.2: Social Worker Intern support for 1 days **(on-campus)**

Strategy 3.3: Outside agency referrals for mental health support through School Linked Services for Alum Rock Counseling, Community Solutions, Rebekah’s Children Services; (on-campus)

Strategy 3.4: Almaden Valley Counseling Center supports for 1 day (on-campus)

Strategy 3.5: Parents and students can be referred through Care Solace for individual counseling.

Assessment 3.1 through 3.65: Number of students being served by mental health support systems.

Strategy 3.6: Professional Learning Community focus on Morning Meetings, Socio emotional lessons, SEAL Toolkits and student Check-Ins.

Strategy 3.7: Individual School Strategies, such as Calm Down Corners, Community Circles, SEL Lessons through Nearpod

Assessment 3.6-3.7: Connectedness and Belonging Survey Results for students in grades 3-6, annually. K-2 “take a pulse” survey with parents.

Baseline Data 3.1—3.7: We don’t have any baseline data since this is our first year providing such a variety of mental health support.

?

Last updated: 2/1/23

D. Other SARC information

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

Average Class Size and Class Size Distribution (Elementary) School Year 2019–20

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	24.00		3	
1	23.00		3	
2	24.00		4	
3	33.00		2	1
4	29.00		3	
5	29.00		3	
6	26.00		3	
Other**	9.00	5		

* 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 2020–21

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	18.00	1	3	
1	25.00		3	
2	24.00		3	
3	29.00		3	1
4	31.00		2	
5	30.00		2	
6	24.00	1	3	
Other**	16.00	3	1	

* 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 2021–22

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	19.00	1	3	
1	23.00		3	
2	32.00		2	1
3	24.00		3	
4	28.00		3	
5	27.00		2	
6	28.00		2	
Other**	13.00	4	1	

* 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.

Ratio of Pupils to Academic Counselor (School Year 2021–22)

Title	Ratio
Pupils to Academic Counselor*	.00

* 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: 2/1/23

Student Support Services Staff (School Year 2021–22)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.00
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.00
Resource Specialist (non-teaching)	
Other	0.00

* 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: 2/1/23

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2020–21)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11798.00	\$5159.00	\$6639.00	\$80488.00
District	N/A	N/A	\$7501.00	\$86461.00
Percent Difference – School Site and District	N/A	N/A	-8.30%	-4.83%
State	N/A	N/A	\$6593.62	\$87271.00

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
Percent Difference – School Site and State	N/A	N/A	0.46%	-5.46%

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

Last updated: 2/1/23

Types of Services Funded (Fiscal Year 2021–22)

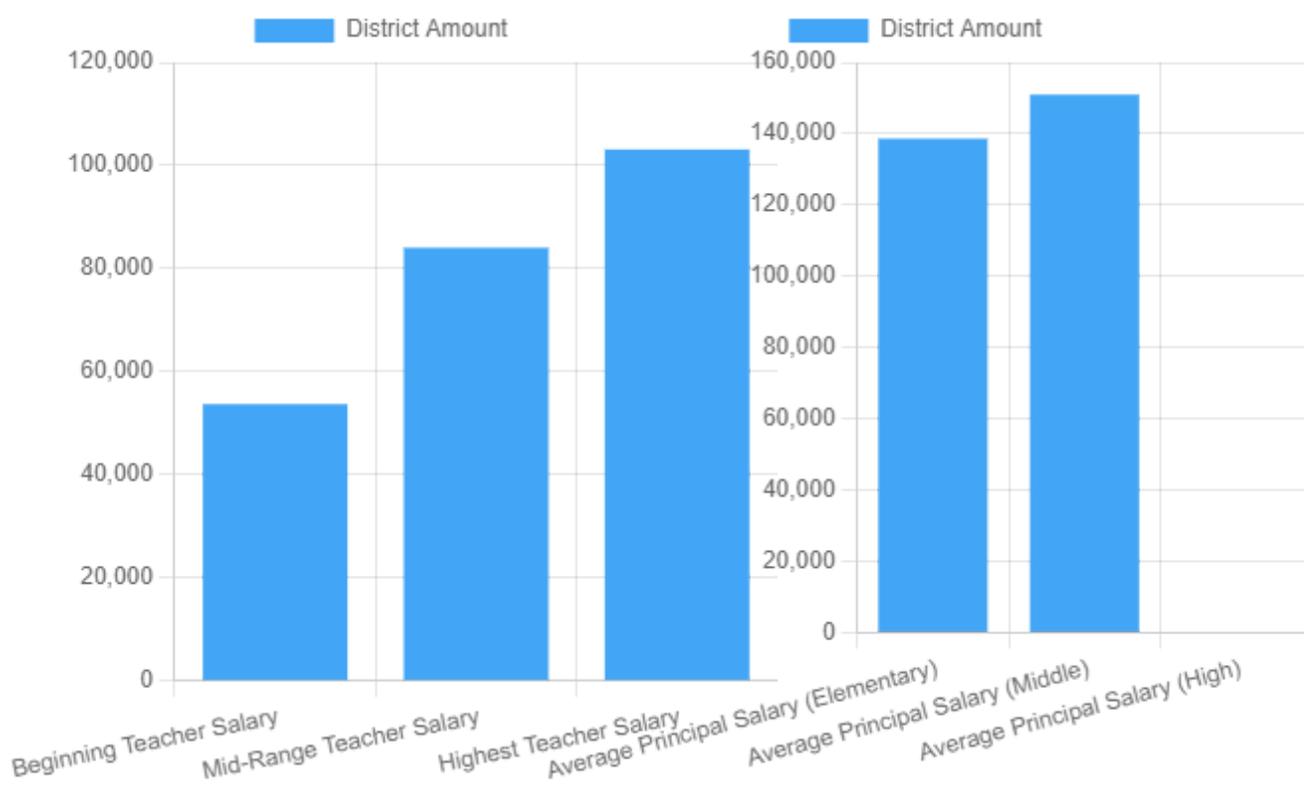
As a result of the COVID-19 pandemic, and under the guidance of the Santa Clara Public Health Department and the Santa Clara County Office of Education, Sakamoto School closed for Shelter-In-Place on March 16, 2020. This involved the discontinuation of students receiving in-person instruction at school 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: 2/1/23

Teacher and Administrative Salaries (Fiscal Year 2020–21)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$53709.00	\$52640.75
Mid-Range Teacher Salary	\$84060.00	\$83981.39
Highest Teacher Salary	\$103129.00	\$107521.97
Average Principal Salary (Elementary)	\$138613.00	\$136246.56
Average Principal Salary (Middle)	\$150958.00	\$142247.57
Average Principal Salary (High)	\$0.00	\$139199.00
Superintendent Salary	\$298043.00	\$242165.89
Percent of Budget for Teacher Salaries	35.24%	34.07%
Percent of Budget for Administrative Salaries	5.13%	5.47%

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



Last updated: 2/1/23

Advanced Placement (AP) Courses (School Year 2021–22)

Percent of Students in AP Courses

Subject	Number of AP Courses Offered*
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered*	0.00%

* Where there are student course enrollments of at least one student.

Last updated: 2/1/23

Professional Development

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

Last updated: 2/1/23

