

Sakamoto Elementary
2022–23 School Accountability Report Card
Reported Using Data from the 2022–23 School
Year
California Department of Education

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

Principal: Dr. Rafael Zavala, Ed.D.,
Principal

Phone: (408) 227-3411

Grade K-6
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

📍 Principal, Sakamoto Elementary

About Our School

Contact

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

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

Email: rzavala@ogsd.net

Contact Information (School Year 2023–24)

District Contact Information (School Year 2023–24)	
District Name	Oak Grove Elementary
Phone Number	(408) 227-8300
Superintendent	Manzo, Jose
Email Address	jmanzo@ogsd.net
Website	www.ogsd.net

School Contact Information (School Year 2023–24)	
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., Principal
Email Address	rzavala@ogsd.net
Website	http://sakamoto.ogsd.net
County-District-School (CDS) Code	43696256072144

Last updated: 1/30/24

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

School Description and Mission Statement (School Year 2023–24)

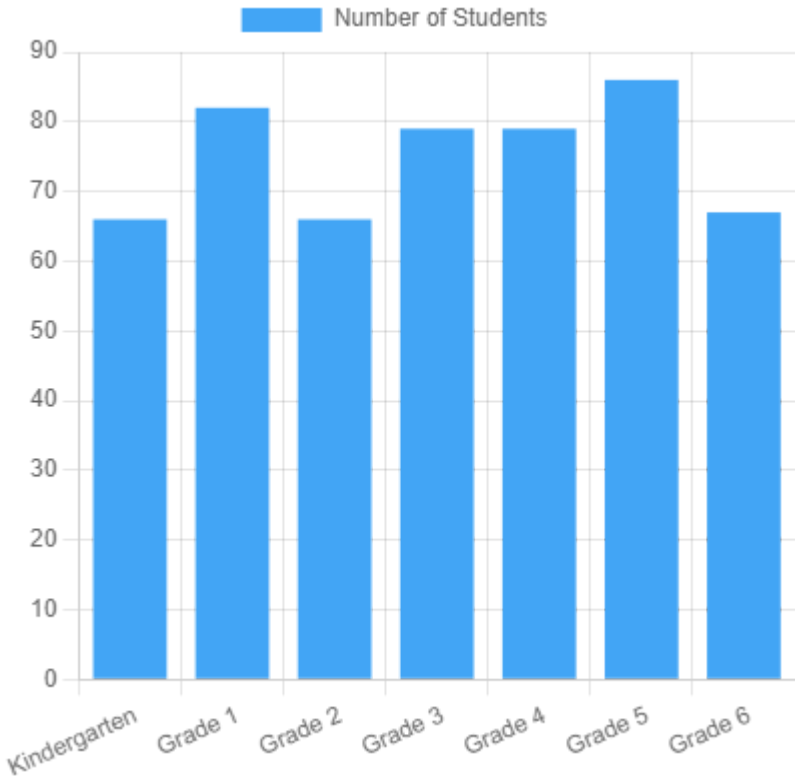
VISION: Empowering students to achieve their highest potential for lifelong learning and leadership.

MISSION: Empowering students to achieve their highest potential for lifelong learning and leadership.

Last updated: 1/30/24

Student Enrollment by Grade Level (School Year 2022–23)

Grade Level	Number of Students
Kindergarten	66
Grade 1	82
Grade 2	66
Grade 3	79
Grade 4	79
Grade 5	86
Grade 6	67
Total Enrollment	525



Last updated: 1/30/24

Student Enrollment by Student Group (School Year 2022–23)

Student Group	Percent of Total Enrollment
Female	45.90%
Male	54.10%
Non-Binary	0.00%
American Indian or Alaska Native	0.20%
Asian	24.60%
Black or African American	0.80%
Filipino	3.00%
Hispanic or Latino	29.10%
Native Hawaiian or Pacific Islander	1.50%
Two or More Races	11.80%
White	28.60%

Student Group (Other)	Percent of Total Enrollment
English Learners	13.10%
Foster Youth	0.00%
Homeless	0.20%
Migrant	0.00%
Socioeconomically Disadvantaged	21.10%
Students with Disabilities	14.30%

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/Incomplete/NA	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: 1/30/24

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)	22.60	84.98%	383.80	93.10%	234405.20	84.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	3.70	0.91%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	4.00	0.97%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	3.00	0.73%	11953.10	4.28%
Unknown/Incomplete/NA	4.00	15.02%	17.60	4.28%	15831.90	5.67%
Total Teaching Positions	26.60	100.00%	412.30	100.00%	279044.80	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: 1/30/24

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

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

Last updated: 11/2/23

**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	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

Last updated: 11/2/23

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%	0%
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%	0%

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: 11/2/23

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2023–24)

Year and month in which the data were collected: August 2023

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) 3-6: Expeditionary Learning	Yes	0
Mathematics	6-8: College Prep Math (CPM) Adopted 2015 K-5: EngageNY (Eureka Math) 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. 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 and CCSS-related areas for which they were reviewed. Our district is undergoing a math curriculum pilot in the 2023-2024 school year and anticipates in implementing a	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	new adoption in the 2024-2025 school year.		
Science	TK-8: Twig Science	Yes	0
History-Social Science	K-5 Studies Weekly 6-8 Discovery	Yes	0
Foreign Language	NA		0
Health	NA		0
Visual and Performing Arts	NA		0
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0

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

Last updated: 1/30/24

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.

At the time of the inspection, the District found the site to be in Good condition. Work orders have been placed to address minor light out issues. The campus

received a new playground and fall protection during the Summer 2023. The District looks forward to modernizing the campus in the coming years.

Last updated: 2/1/24

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 2024

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

Overall Facility Rate

Year and month of the most recent FIT report: January 2024

Overall Rating	Good
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Last updated: 2/1/24

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 [CAA] 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. CAA 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 CAA for ELA** in grades three through eight and grade eleven.
 2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
 3. **California Science Test (CAST) and CAA 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 completed state-
administered assessment
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2021– 22	School 2022– 23	District 2021– 22	District 2022– 23	State 2021– 22	State 2022– 23
English Language Arts / Literacy (grades 3-8 and 11)	66%	55%	50%	48%	47%	46%
Mathematics (grades 3-8 and 11)	60%	51%	41%	41%	33%	34%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 CAA divided by the total number of students who participated in both assessments.

Last updated: 1/31/24

**CAASPP Test Results in ELA by Student Group for students taking and completed
state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2022–23)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	330	318	96.36%	3.64%	55.38%
Female	153	149	97.39%	2.61%	62.16%
Male	177	169	95.48%	4.52%	49.40%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	90	87	96.67%	3.33%	78.16%
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Hispanic or Latino	98	92	93.88%	6.12%	28.57%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	35	35	100.00%	0.00%	60.00%
White	89	86	96.63%	3.37%	58.82%
English Learners	38	35	92.11%	7.89%	17.65%
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	82	78	95.12%	4.88%	32.47%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	64	59	92.19%	7.81%	8.62%

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 CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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: 1/30/24

**CAASPP Test Results in Mathematics by Student Group for students taking and completed state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2022–23)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	330	317	96.06%	3.94%	50.79%
Female	153	147	96.08%	3.92%	53.74%
Male	177	170	96.05%	3.95%	48.24%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	90	87	96.67%	3.33%	78.16%
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	98	93	94.90%	5.10%	24.73%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	35	35	100.00%	0.00%	54.29%
White	89	84	94.38%	5.62%	54.76%
English Learners	38	36	94.74%	5.26%	11.11%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	82	78	95.12%	4.88%	26.92%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	64	57	89.06%	10.94%	8.77%

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 CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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: 1/30/24

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 2021– 22	School 2022– 23	District 2021– 22	District 2022– 23	State 2021– 22	State 2022– 23
Science (grades 5, 8, and high school)	45.45%	38.89%	36.27%	35.97%	29.47%	30.29%

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 CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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: 1/30/24

**CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2022–23)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	92	90	97.83%	2.17%	38.89%
Female	43	42	97.67%	2.33%	45.24%
Male	49	48	97.96%	2.04%	33.33%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	25	24	96.00%	4.00%	70.83%
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	28	27	96.43%	3.57%	11.11%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	27	27	100.00%	0.00%	40.74%
English Learners	11	11	100.00%	0.00%	0.00%
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	24	23	95.83%	4.17%	26.09%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	18	18	100.00%	0.00%	0.00%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/30/24

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 2022–23)

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%	93%	99%	100%	100%

Note: The administration of the PFT during 2021–22 and 2022-23 school years, only participation results are required for these five fitness areas.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/30/24

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 2023–24)

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.

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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 2022–23)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	579	569	97	17.0%
Female	264	261	34	13.0%
Male	315	308	63	20.5%
Non-Binary	0	0	0	0.0%
American Indian or Alaska Native	1	1	0	0.0%
Asian	142	137	8	5.8%
Black or African American	6	6	0	0.0%
Filipino	19	19	3	15.8%
Hispanic or Latino	183	180	59	32.8%
Native Hawaiian or Pacific Islander	10	10	3	30.0%
Two or More Races	62	62	8	12.9%
White	155	153	16	10.5%
English Learners	87	83	20	24.1%
Foster Youth	0	0	0	0.0%
Homeless	9	8	4	50.0%

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
Socioeconomically Disadvantaged	147	144	49	34.0%
Students Receiving Migrant Education Services	0	0	0	0.0%
Students with Disabilities	92	91	38	41.8%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/30/24

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

Rate	School 2020–21	School 2021–22	School 2022–23	District 2020–21	District 2021–22	District 2022–23	State 2020–21	State 2021–22	State 2022–23
Suspensions	0.00%	1.73%	0.69%	0.02%	2.08%	3.01%	0.20%	3.17%	3.60%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.07%	0.08%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/30/24

Suspensions and Expulsions by Student Group (School Year 2022–23)

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.69%	0.00%
Female	0.00%	0.00%
Male	1.27%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.70%	0.00%
Black or African American	0.00%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	1.09%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	1.61%	0.00%
White	0.00%	0.00%
English Learners	1.15%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	2.04%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	2.17%	0.00%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Last updated: 1/30/24

School Safety Plan (School Year 2023–24)

?Use this link to access Sakamoto's complete School Safety Plan: <https://www.ogsd.net/our-schools/school-safety-plans?>

Last updated: 1/30/24

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 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.

Average Class Size and Class Size Distribution (Elementary) (School Year 2022–23)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	17.00	4	0	0
1	25.00	0	3	0
2	20.00	3	0	0
3	31.00	0	2	1
4	29.00	0	2	0
5	32.00	0	2	0
6	29.00	0	2	0
Other**	15.00	4	1	0

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

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

**Average Class Size and Class Size Distribution (Secondary) (School Year 2020–21)
(HIGH SCHOOL)**

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts				
Mathematics				
Science				
Social Science				

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

**Average Class Size and Class Size Distribution (Secondary) (School Year 2021–22)
(HIGH SCHOOL)**

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts				
Mathematics				
Science				
Social Science				

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

**Average Class Size and Class Size Distribution (Secondary) (School Year 2022–23)
(HIGH SCHOOL)**

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts				
Mathematics				
Science				
Social Science				

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

Last updated: 1/30/24

Student Support Services Staff (School Year 2022–23)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	0.20
Psychologist	0.80
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: 1/30/24

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2021–22)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$14624.00	\$6222.00	\$8402.00	\$86440.00
District	N/A	N/A	\$9434.00	\$91454.00
Percent Difference – School Site and District	N/A	N/A	-7.87%	-3.79%
State	N/A	N/A	\$7606.62	\$89574.00
Percent Difference – School Site and State	N/A	N/A	6.52%	-2.39%

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

Last updated: 1/31/24

Types of Services Funded (Fiscal Year 2022–23)

Programs funded by categorical or "extra student" funds include:

1. Art and music instruction
2. Reading and writing intervention program for targeted students (K-3rd)
3. Counseling services for students with social/emotional or academic needs.
4. Instructional supplies and technology to support learning
5. Supplemental online learning tools (Brainpop, etc.)

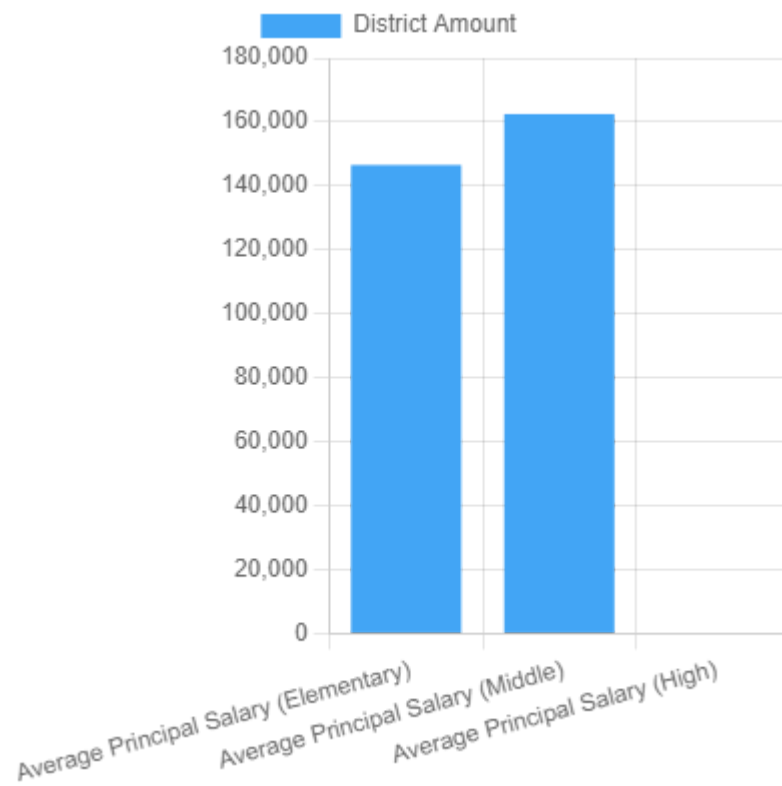
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Last updated: 1/30/24

Teacher and Administrative Salaries (Fiscal Year 2021–22)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$56663.00	\$54215.36
Mid-Range Teacher Salary	\$88683.00	\$86843.27
Highest Teacher Salary	\$108801.00	\$111440.49
Average Principal Salary (Elementary)	\$146557.00	\$140851.44
Average Principal Salary (Middle)	\$162486.00	\$147064.90
Average Principal Salary (High)	\$0.00	\$142189.00
Superintendent Salary	\$317729.00	\$252465.94
Percent of Budget for Teacher Salaries	33.74%	33.16%
Percent of Budget for Administrative Salaries	4.81%	5.15%

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



Last updated: 1/30/24

Professional Development

Measure	2021–22	2022–23	2023–24
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

