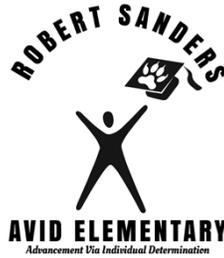# Robert Sanders Elementary School
2023-2024 School Accountability Report Card
(Published During the 2024-2025 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC. - For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/. - For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/. - For additional information about the school, parents/guardians and community members should contact the school principal or the district office. A hard copy of the School Accountability Report Card is available at your School Office, upon request.
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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

2024-25 School Contact Information

School Name	Robert Sanders Elementary School
Street	3411 Rocky Mountain Dr.
City, State, Zip	San Jose, CA 95127-4853
Phone Number	408-258-7288
Principal	Jeannette Carson
Email Address	jcarson@mpesd.org
School Website	https://www.mpesd.org/Page/16
Grade Span	P-5
County-District-School (CDS) Code	43696176048078

2024-25 District Contact Information

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

2024-25 School Description and Mission Statement

Robert Sanders Elementary School is situated in a residential community near the east foothills of San Jose. There are 16 classes for students from TK/Kindergarten through 5th grade consisting of both general education and special education classes (Special Day Classes: one MMSN K-3, one MMSN 3-5, one ESN-SDC K-3 and one ESN 2-4). We have an ethnically diverse student body with an approximate school population of 304 students.

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

2024-25 School Description and Mission Statement

Meeting the social emotional needs of our students is a priority of our staff. Students' days start with morning meetings where the students have time to process and understand the world we are living in. We are focusing on teachings that incorporate diversity and inclusion, and facilitate courageous conversations with and among our students. Students are engaged in practices that bring the community together, promote shared understandings, and encourage all to become part of a common community through building positive connections. The structure of these meetings allow for relationship building and character development.

Curriculum and Instruction: We are in our seventh year of becoming an Elementary AVID school, where our AVID (Advancement Via Individual Determination) mission is to close the achievement gap by preparing all students for college readiness and success in a global society. We are implementing strategies and skills beginning in TK/ Kindergarten that will prepare our students for academic success, through college and career readiness skills. Our students get to experience advanced technology with progressive teaching and learning techniques through mobile applications, trained educators and Chromebooks and iPads for students. We provide additional academic support to our students through an Intervention teacher after differentiated instruction.   We have counselors and a part time family case manager to support our students and families. Robert Sanders teachers offer comprehensive and thematic lessons in language arts, math, science, and social studies through the use of Project Based Learning. Through project-based learning and our EL and Benchmark Curriculum, students tackle a challenging academic curriculum in ways that are engaging, meaningful, and adaptable to a variety of learning styles. Our curriculum is tied to the Common Core State Standards. Report cards are provided to parents three times a year. Standardized test results are provided to parents as soon as the state sends them to the district (CAASPP).

Response to Intervention (RtI): We identify students at risk through our RtI process and hold Student Success Team (SST) meetings with their parents, classroom teacher, counselors, principal and psychologist. We determine what the student needs are with input from all stake-holders and create a plan to help the student succeed. All decisions and plans are based on data. We currently have targeted students receiving additional reading intervention with up to two days a week for thirty minutes in small groups. These groups are selected through assessment data. In addition, Reading Partners provide reading support for those students who are reading below grade level. The Mindful LIfe Project is also on campus providing instruction for students' social emotional learning.

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

School Climate: This year, we are implementing The Energy Bus program, whose mission is to inspire and equip principals, teachers and students with the rules and tools to create a great school culture and thrive individually and together.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	61
Grade 1	58
Grade 2	42
Grade 3	44
Grade 4	63
Grade 5	62
Total Enrollment	330

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47
Male	53
Asian	14.5
Black or African American	1.8
Filipino	1.2
Hispanic or Latino	74.8
Native Hawaiian or Pacific Islander	1.8
Two or More Races	2.1
White	3.6
English Learners	46.4
Foster Youth	0.6
Homeless	7.9
Migrant	1.2
Socioeconomically Disadvantaged	80
Students with Disabilities	16.4

A. Conditions of Learning

State Priority: Basic

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

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

2020-21 Teacher Preparation and Placement

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

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	15.60	97.94	75.90	94.96	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	1.00	1.25	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	0.10	0.20	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	0.20	0.25	11953.10	4.28
Unknown/Incomplete/NA	0.30	2.06	2.60	3.33	15831.90	5.67
Total Teaching Positions	15.90	100.00	79.90	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.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	14.60	91.68	63.70	82.10	231142.40	83.24
Intern Credential Holders Properly Assigned	0.00	0.00	2.60	3.43	5566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.90	6.19	5.90	7.72	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	0.50	0.64	11746.90	4.23
Unknown/Incomplete/NA	0.30	2.06	4.70	6.08	14303.80	5.15
Total Teaching Positions	15.90	100.00	77.60	100.00	277698.00	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.

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

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	0.00	0.00	0.9
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and Misassignments	0.00	0.00	0.9

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	0.00	0

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0	8.6
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	11.5

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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

There are sufficient textbooks and instructional materials for all students.

Year and month in which the data were collected	January 23

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

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

School Facility Conditions and Planned Improvements

Our classrooms provide adequate space for our students. In addition to classrooms, classes have the use of the library and our multipurpose room. We have a large playground with a large play structure, basketball courts, and tether balls. In addition, we have two baseball diamonds and a large lawn area. We have a small playground structure in a separate Kindergarten playground area. There are Chromebooks and iPads available for all classrooms. Each K-5 student has an assigned iPad/Chromebook. The facility has wireless capability. Every teacher has a laptop, projector, and an Apple TV. The students and staff have an extensive list of learning applications to support instruction. The updated central heating and cooling systems maintain a comfortable environment. The campus grounds are expansive and have a generous amount of play areas. Cameras were installed in and around the school building to increase safety.

Year and month of the most recent FIT report	July 2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			

School Facility Conditions and Planned Improvements

Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	23	20	30	29	46	47
Mathematics (grades 3-8 and 11)	21	17	22	20	34	35

2023-24 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	167	166	99.40	0.60	19.88
Female	80	80	100.00	0.00	22.50
Male	87	86	98.85	1.15	17.44
American Indian or Alaska Native	0	0	0	0	0
Asian	19	18	94.74	5.26	27.78
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	132	132	100.00	0.00	18.18
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--

White	--	--	--	--	--
English Learners	73	73	100.00	0.00	4.11
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	85	84	98.82	1.18	13.10
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	38	37	97.37	2.63	0.00

2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	167	166	99.40	0.60	16.87
Female	80	80	100.00	0.00	15.00
Male	87	86	98.85	1.15	18.60
American Indian or Alaska Native	0	0	0	0	0
Asian	19	18	94.74	5.26	44.44
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	132	132	100.00	0.00	12.88
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	73	73	100.00	0.00	6.85
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0

	85	84	98.82	1.18	13.10
Socioeconomically Disadvantaged	85	84	98.82	1.18	13.10
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	38	37	97.37	2.63	0.00

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. 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 for Science divided by the total number of students who participated in a science assessment.

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

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	14.75	13.11	16.43	14.91	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	62	61	98.39	1.61	13.11
Female	27	27	100.00	0.00	14.81
Male	35	34	97.14	2.86	11.76
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	46	45	97.83	2.17	13.33
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	25	24	96.00	4.00	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	31	30	96.77	3.23	10.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	15	14	93.33	6.67	0.00

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	92%	92%	92%	92%	92%

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.

2024-25 Opportunities for Parental Involvement

Robert Sanders Elementary School is a community school. Throughout the year our doors are open for parent involvement, and parents are visible on campus. Our families have open communication with our staff via parent-teacher conference, Google Meet, Zoom, ParentSquare, social media, and phone calls.

Our PTA is active and has formal meetings throughout the year. They collaborate regularly to discuss, plan, and implement upcoming events and support our academic program.

We partner with Alum Rock Counseling Center, which offers a program that targets high-risk youth and their families. The goal of ARCC is preventing, reducing, and eliminating mental health issues that may be inhibiting academic success and family wellness. In addition, MPESD offers a series of Parent Academic Fairs that cover a variety of educational topics and parental education.

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

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

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	345	338	74	21.9
Female	158	157	30	19.1
Male	187	181	44	24.3
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	49	49	6	12.2
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	260	254	60	23.6
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	13	12	2	16.7
English Learners	166	162	38	23.5
Foster Youth	--	--	--	--
Homeless	30	30	8	26.7
Socioeconomically Disadvantaged	274	271	57	21.0
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	73	72	24	33.3

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.

C. Engagement	State Priority: School Climate

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0.28	2.07	2.61	2.15	2.7	2.62	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0.06	0.11	0.06	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.61	0.00
Female	2.53	0.00
Male	2.67	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	4.08	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	2.31	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	3.01	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	2.55	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	5.48	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.

2024-25 School Safety Plan

Robert Sanders Elementary School believes in the philosophies behind the Peacebuilder program. We have also incorporated BEST practices (PBIS-Positive Behavior Intervention and Supports), and focus on three overall expectations (Be Respectful, Be Responsible, and Be Safe). WE have also implemented the structure provided by The Energy Bus program. Our School

2024-25 School Safety Plan

provides a safe and engaging learning environment. We have various preventive efforts such as activities that focus on improving our school climate. Students are recognized for good attendance, demonstrating PeaceBuilder/BEST principles, and academic success through out the year.

We have both a before and after school program to provide additional supervision and support for our students. The Sunrise Club enrolls approximately 37 students and provides morning enrichment activities to start the students day off with a positive school relationship and connect. The Mt. Pleasant After School Program (MPAS) enrolls approximately 130 students. This free program provides a homework center, enrichment activities, and academic support.

The staff received training from the Center for Racial Justice in Education, whose mission is to train and empower educators to dismantle patterns of racism and injustice in our schools and communities.

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

Comprehensive School Safety Plan was last approved by the board on 01/17/2024.

D. Other SARC Information

Information Required in the SARC

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

2021-22 Elementary Average Class Size and Class Size Distribution

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

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

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	17	2	2	
1	11	3	1	
2	10	4	1	
3	13	3	2	
4	16	2	2	
5	17	2	2	

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	18	2		
1	15	2	2	
2	11	3	1	
3	11	3	1	
4	16	2	2	
5	16	2	2	

2023-24 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	0

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.9
Resource Specialist (non-teaching)	
Other	1

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$16,988	$5,931	$11,057	$96,280
District	N/A	N/A	$12,264	$95,280
Percent Difference - School Site and District	N/A	N/A	-10.4	1.0
State	N/A	N/A	$10,771	$94,129
Percent Difference - School Site and State	N/A	N/A	2.6	2.3

Fiscal Year 2023-24 Types of Services Funded

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

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$68,868	$57,839
Mid-Range Teacher Salary	$94,145	$90,040
Highest Teacher Salary	$130,870	$118,647
Average Principal Salary (Elementary)	$126,469	$144,639
Average Principal Salary (Middle)	$146,786	$148,270
Average Principal Salary (High)	$0	$161,275
Superintendent Salary	$202,000	$229,986
Percent of Budget for Teacher Salaries	27.78	30.79
Percent of Budget for Administrative Salaries	7.34	5.71

Professional Development

MPESD Professional Development 2024-2025

July 31- August 2, 2024 AVID (Advancement via Individual Determination) for selected teachers (4)

August 16, 2024- The Energy Bus (optional for all Robert Sanders staff)

August 19, 2024 - AVID Training (all Robert Sanders Elementary teaching staff)

August 19, 2024- Workplace Violence Prevention Place

August 19, 2024- Mandated Reporting (Keenan Training for all staff)

September 24, 2024 - Medical Intervention Trainings (Diabetes, Seizure, AED, Epi-Pen) (TK-5)

December 2, 2024- Incident Command Systems Training

Grade Level Collaboration Times (half day) every 3-4 weeks

ADDITIONAL OPTIONAL WEBINAR, TRAINING and RESOURCE OPPORTUNITIES:
Fundations (K-2) ~ On Demand
Wilson's Just Words (3-5 SDC)
Epic! ~ On Demand
EL Education Resources/Collections

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3