

Robert Sanders Elementary
2024–25 School Accountability Report Card
Reported Using Data from the 2024–25 School Year
California Department of Education

Address:	3411 Rocky Mountain Dr. San Jose, CA , 95127-4853	Principal:	Mrs. Tammy Rankin-Conover, Principal
Phone:	(408) 223-3704	Grade Span:	TK-5

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

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/>.

About This School

Mrs. Tammy Rankin-Conover, Principal

📍 Principal, Robert Sanders Elementary

We are a public TK–5 school and a proud AVID (Advancement Via Individual Determination) School, committed to fostering academic excellence and preparing all students for future success. As the home of the Cougars, we provide a safe, inclusive, and supportive learning environment where students are encouraged to develop strong academic skills, critical thinking, and perseverance. Through high expectations, collaboration, and AVID strategies, we empower our students to become confident learners ready for college, career, and life.

About Our School



Contact

Robert Sanders Elementary
3411 Rocky Mountain Dr.
San Jose, CA 95127-4853

Phone: [\(408\) 223-3704](tel:4082233704)

Email: trconover@mpesd.org

Contact Information (School Year 2025–26)

District Contact Information (School Year 2025–26)

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

School Contact Information (School Year 2025–26)

School Name	Robert Sanders Elementary
Street	3411 Rocky Mountain Dr.
City, State, Zip	San Jose, CA , 95127-4853
Phone Number	(408) 223-3704
Principal	Mrs. Tammy Rankin-Conover, Principal
Email Address	trconover@mpesd.org
Website	https://robertsanders.mpesd.org/
Grade Span	TK-5
County-District-School (CDS) Code	43696176048078

School Description and Mission Statement (School Year 2025–26)

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 through 5th grade consisting of both general education and special education classes. We have an ethnically diverse student body with an approximate school population of 304 students.

Positive Behavioral Interventions and Supports (PBIS) is an integral part of the daily routine at school, helping to create a positive, supportive, and consistent learning environment for all students. Each day, students are expected to follow the core expectations of being respectful, being responsible, and being safe in every setting throughout the school day, including the classroom, hallways, cafeteria, and playground. Students also follow the Energy Bus guidelines, which encourage them to stay positive, overcome challenges, work as a team, and use self-motivation to achieve their goals. To reinforce these expectations, positive behaviors are recognized and celebrated through consistent positive reinforcement, such as verbal praise, rewards, and incentives that acknowledge students for making good choices and demonstrating positive attitudes. The day begins with the PeaceBuilders Pledge, where students commit to building peace through their words and actions, setting a positive tone for learning, personal growth, and a strong sense of community throughout the school day. Together, these practices help students develop lifelong skills that support academic success, positive relationships, and responsible citizenship.

The TK-5 curriculum used in the Mount Pleasant Elementary School District includes: **English Language Arts** (TK -The Creative Curriculum, K-2 -Benchmark ELA/ELD, 3-5 -EL Education, 3-5 -EL Education-Language Dives). **History/Social Science** (TK -The Creative Curriculum, K-5 -Studies

Weekly). **Mathematics** (TK -The Creative Curriculum, K-5 -Eureka Great Math). **Science** (TK -The Creative Curriculum, K-5 -Amplify Science).

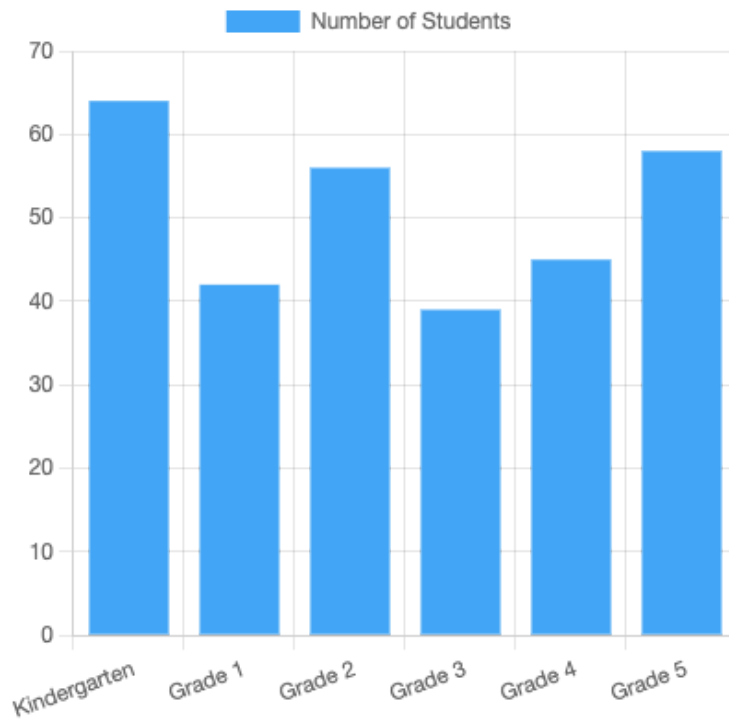
Robert Sanders is an AVID (Advancement Via Individual Determination) school. Throughout the day, "best practices" are embedded for all students. Students are taught to be thoughtful in their organization and learning. AVID methodologies and strategies are utilized in a self contained, multi-subject classroom.

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..."

Student Enrollment by Grade Level (School Year 2024–25)

Grade Level	Number of Students
Kindergarten	64
Grade 1	42
Grade 2	56
Grade 3	39
Grade 4	45
Grade 5	58
Total Enrollment	304



Student Enrollment by Student Group (School Year 2024–25)

Student Group	Percent of Total Enrollment
Female	47.00%
Male	53.00%
Non-Binary	0.00%
American Indian or Alaska Native	0.00%
Asian	14.50%
Black or African American	2.30%
Filipino	2.00%
Hispanic or Latino	74.70%
Native Hawaiian or Pacific Islander	1.30%
Two or More Races	2.60%
White	2.00%

Student Group (Other)	Percent of Total Enrollment
English Learners	44.70%
Foster Youth	0.00%
Homeless	12.80%
Migrant	1.00%
Socioeconomically Disadvantaged	78.90%
Students with Disabilities	18.80%

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 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)	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.

Teacher Preparation and Placement (School Year 2022–23)

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.

Teacher Preparation and Placement (School Year 2023–24)

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)	14.70	91.73%	64.40	83.14%	230039.40	100.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	4.10	5.29%	6213.80	2.23%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.50	3.11%	6.00	7.80%	16855.00	6.04%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	0.00	0.00%	12112.80	4.34%
Unknown/Incomplete/NA	0.80	5.16%	2.90	3.75%	13705.80	4.91%
Total Teaching Positions	16.00	100.00%	77.50	100.00%	278927.10	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.

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

Authorization/Assignment	2021–22 Number	2022–23 Number	2023–24 Number
Permits and Waivers	0.00	0	0.00
Misassignments	0.00	0.9	0.50
Vacant Positions	0.00	0	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.9	0.50

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

Indicator	2021–22 Number	2022–23 Number	2023–24 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0.00
Local Assignment Options	0.00	0	0.00
Total Out-of-Field Teachers	0.00	0	0.00

Class Assignments

Indicator	2021– 22 Percent	2022– 23 Percent	2023– 24 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0%	8.6%	5.00%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0%	11.5%	8.00%

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2025–26)

Year and month in which the data were collected: Not Available

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts		0
Mathematics		0
Science		0
History-Social Science		0
Foreign Language		0
Health		0
Visual and Performing Arts		0
Science Lab Eqpmt (Grades 9-12)	N/A	0

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

School Facility Conditions and Planned Improvements

Robert Sanders Elementary School opened July 1, 1980. The school serves 304 TK-5 students. The campus includes student classrooms, administrative offices, spaces for support service providers, a cafeteria, and a library, all designed to support academic success and student well-being.

Each classroom is fully equipped with modern instructional technology, including reliable internet access, smart TVs, document cameras, and projectors to enhance teaching and learning. To support digital literacy and equitable access, the school provides 1:1 technology, ensuring every student has access to an iPad or Chromebook for daily instruction and learning activities.

Student safety is a priority at Robert Sanders Elementary. The campus is fully fenced, and security cameras are installed around school buildings to help maintain a safe and secure environment for students and staff.

In 2025, the school added two new playground structures to further support student physical activity and social development. One play structure serves students in grades 1–5, while a second, developmentally appropriate structure is designated for TK and kindergarten students.

Overall, the campus is well maintained and meets all district maintenance and operations standards, providing a clean, safe, and welcoming environment that supports both learning and community.

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: July 2025

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	Good	
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: July 2025

Overall Rating	Exemplary
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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 assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] 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 taking and completing state-administered assessments Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Overall, our scores have increased. While we are encouraged by this progress, we recognize that continued growth is essential.

Subject	School 2023– 24	School 2024– 25	District 2023– 24	District 2024– 25	State 2023– 24	State 2024– 25
English Language Arts / Literacy (grades 3-8 and 11)	20%	28%	29%	32%	47%	48%
Mathematics (grades 3-8 and 11)	17%	23%	20%	21%	35%	37%

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 Assessments 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.

CAASPP Test Results in ELA by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2024–25)

Overall, our English Language Arts scores increased by 14.2 points. While we are encouraged by this progress, we recognize that continued growth is essential. Our teachers are committed to delivering the adopted Benchmark ELA curriculum while ensuring that students complete their weekly iReady, Boost, and Learning A–Z lessons. We also have intervention groups in place for grades 1–5 to provide additional support.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	146	145	99.32%	0.68%	28.28%
Female	72	71	98.61%	1.39%	30.99%
Male	74	74	100.00%	0.00%	25.68%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	15	15	100.00%	0.00%	46.67%
Black or African American	--	--	--	--	--
Filipino	0	0	0%	0%	0%
Hispanic or Latino	121	120	99.17%	0.83%	25.83%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	68	68	100.00%	0.00%	17.65%
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	68	67	98.53%	1.47%	26.87%
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	36	35	97.22%	2.78%	8.57%

Note: ELA test results include the Smarter Balanced Summative Assessments 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.

CAASPP Test Results in Mathematics by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2024–25)

Overall, our mathematics scores increased by 6.3 points. While we are encouraged by this progress, we recognize that continued growth remains essential. Our teachers are committed to delivering the adopted Eureka Mathematics lessons and reinforcing concepts using a variety of instructional strategies. They also provide targeted small-group support and guided practice to help students reach mastery. In addition, teachers monitor and support students in completing their weekly i-Ready lessons at their appropriate levels.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	146	145	99.32%	0.68%	23.45%
Female	72	71	98.61%	1.39%	21.13%
Male	74	74	100.00%	0.00%	25.68%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	15	15	100.00%	0.00%	60.00%
Black or African American	--	--	--	--	--
Filipino	0	0	0%	0%	0%
Hispanic or Latino	121	120	99.17%	0.83%	17.50%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	68	68	100.00%	0.00%	16.18%
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	68	67	98.53%	1.47%	23.88%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	36	35	97.22%	2.78%	2.86%

Note: Mathematics test results include the Smarter Balanced Summative Assessments 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.

**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 2023–24	School 2024–25	District 2023–24	District 2024–25	State 2023–24	State 2024–25
Science (grades 5, 8, and high school)	13.11%	13.33%	14.91%	16.54%	30.73%	32.52%

Note: 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.

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.

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	61	60	98.36%	1.64%	13.33%
Female	36	35	97.22%	2.78%	17.14%
Male	25	25	100.00%	0.00%	8.00%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0%	0%	0%
Hispanic or Latino	49	48	97.96%	2.04%	10.42%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	32	32	100.00%	0.00%	3.13%
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	26	25	96.15%	3.85%	8.00%
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	11	10	90.91%	9.09%	--

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.

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 2024–25)

Percentage of Students Participating in each of the five Fitness Components

Grade	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
5	100%	100%	100%	100%	100%

Note: The administration of the PFT requires only participation results 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.

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 2025–26)

Robert Sanders Elementary School is a neighborhood school. Many generations of families have attended the school, creating a strong sense of tradition, pride, and connection between the school site and the surrounding community. These long-standing relationships have helped build trust and a shared commitment to student success. Families are viewed as valued partners in their child's education and are encouraged to be actively involved in both academic and school-wide activities.

The school, in collaboration with the Parent Teacher Association (PTA), offers a wide variety of family-centered activities and events throughout the year that promote engagement, strengthen relationships, and build community. Families are also encouraged to participate in leadership and advisory groups such as the School Site Council (SSC), English Language Advisory Committee (ELAC), and the Community Schools Committee. Additional opportunities for involvement include attending the principal's donut/cookie conversations, volunteering on campus, and supporting classroom and school events.

Open and consistent communication is a priority. The principal communicates regularly with families through a weekly newsletter, ParentSquare messages, and Facebook updates to ensure families stay informed and connected. She is also readily available to families in person or by phone, ensuring open lines of communication and providing additional opportunities for questions, support, and meaningful collaboration. Teachers further support strong home-school partnerships by participating in parent-teacher conferences and maintaining ongoing communication with families as needed to support student learning and well-being.

State Priority: Pupil Engagement

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

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

Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2024–25)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	0.0	0.0	0.0%
Female	0.0	0.0	0.0%
Male	0.0	0.0	0.0%
Non-Binary	0.0	0.0	0.0%
American Indian or Alaska Native	0.0	0.0	0.0%
Asian	0.0	0.0	0.0%
Black or African American	0.0	0.0	0.0%
Filipino	0.0	0.0	0.0%
Hispanic or Latino	0.0	0.0	0.0%
Native Hawaiian or Pacific Islander	0.0	0.0	0.0%
Two or More Races	0.0	0.0	0.0%
White	0.0	0.0	0.0%
English Learners	0.0	0.0	0.0%
Foster Youth	0.0	0.0	0.0%
Homeless	0.0	0.0	0.0%
Socioeconomically Disadvantaged	0.0	0.0	0.0%
Students Receiving Migrant Education Services	0.0	0.0	0.0%
Students with Disabilities	0.0	0.0	0.0%

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

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

Chronic Absenteeism by Student Group (School Year 2024–25)

Robert Sanders Elementary School has a strong commitment to regular and punctual attendance. We actively promote an Attendance Matters campaign that encourages families to ensure their children attend school every day and arrive on time. To recognize and motivate students, those who achieve perfect attendance for a trimester are presented with awards. In addition, a monthly class attendance award is given to the class with the highest overall attendance, fostering a positive and collective focus on consistent school attendance.

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	327	326	68	20.9%
Female	155	155	34	21.9%
Male	172	171	34	19.9%
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	47	47	4	8.5%
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	247	246	57	23.2%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	146	145	29	20.0%
Foster Youth	--	--	--	--
Homeless	49	49	17	34.7%
Socioeconomically Disadvantaged	261	260	58	22.3%
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	78	78	21	26.9%

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.

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

Robert Sanders Elementary School uses restorative practices to teach students about their mistakes by focusing on reflection, accountability, and growth rather than punishment. This approach helps students understand the impact of their actions, take responsibility, and develop skills such as empathy, communication, and problem-solving, supporting positive choices and stronger relationships moving forward.

Rate	School 2022– 23	School 2023– 24	School 2024– 25	District 2022– 23	District 2023– 24	District 2024– 25	State 2022– 23	State 2023– 24	State 2024– 25
Suspensions	2.07	2.61	1.22	2.70	2.62	1.55	3.60	3.28	2.94
Expulsions	0.00	0.00	0.00	0.11	0.06	0.00	0.08	0.07	0.06

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.

Suspensions and Expulsions by Student Group (School Year 2024–25)

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.22%	0.00%
Female	0.00%	0.00%
Male	2.33%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	0.00%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	1.62%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	0.00%	0.00%
English Learners	0.00%	0.00%
Foster Youth	0.00%	0.00%
Homeless	2.04%	0.00%
Socioeconomically Disadvantaged	1.15%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	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.

School Safety Plan (School Year 2025–26)

Robert Sanders Elementary School follows the Mount Pleasant Elementary School District Comprehensive Safety Plan that was adopted by the school board on February 12, 2025 and reviewed by the school site staff on September 9, 2025. The plan emphasizes practices related to school facilities and equipment, the outdoor environment, educational programs, and school-sponsored activities. The plan includes:

Safety: MPESD prioritizes student safety through trained staff, clear procedures, background checks, emergency preparedness, and consistent communication with families.

Adult Supervision: Students are supervised throughout the school day, including recess, lunch, dismissal, and transportation, to ensure a safe and orderly environment.

Health Safety: MPESD supports student health through nursing services, staff medical training, allergy protocols, and emergency health response procedures.

Heat Advisories and Air Quality Alerts: The district monitors environmental conditions and adjusts activities while supporting students' individual health needs during extreme conditions.

Before and After-School Programs: Each school offers before- and after-school programs with enrollment prioritized for students meeting state-identified need criteria.

Character & Citizenship: Schools promote character development, citizenship, and belonging through district-wide values, DEIB initiatives, and explicit behavior instruction.

Site Discipline and Positive Behavioral Support: A consistent, school-wide discipline system emphasizes fairness, positive behavior recognition, and shared responsibility among students and staff.

Mental Health: MPESD provides counseling and behavioral health support to promote student well-being, positive school climate, and proactive intervention.

The Physical Environment: Secure, well-maintained campuses and facilities promote safety, well-being, and effective learning for students and staff.

Comfortable Rooms / Adequate Lighting / Air Quality: Classrooms are designed to support learning through appropriate lighting, climate control, cleanliness, and air quality.

Closed Campus: Students may only leave campus during the school day when properly signed out by an authorized guardian.

Crisis Response: Schools are prepared for emergencies through training, drills, clearly defined roles, and accessible emergency procedures.

Emergency Procedures for Students with Disabilities: Schools ensure that emergency plans include appropriate accommodations to keep students with disabilities safe.

Environmental Design: School buildings and communication systems are designed to support safety, monitoring, and effective coordination.

Graffiti Removal & Vandalism Repair: School sites are regularly inspected, and vandalism or safety concerns are addressed promptly in coordination with district staff and local authorities.

Security Procedures: Visitor protocols, staff training, monitoring systems, and communication tools work together to maintain secure campuses.

Diversity, Equity, Inclusion and Belonging: MPESD fosters inclusive school communities through equity-focused policies, cultural celebrations, and student support organizations.

Threat Assessment: The district uses a structured threat assessment process to identify, evaluate, and respond to potential safety concerns proactively.

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 2022–23)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	17.00	2	2	0
1	11.00	3	1	0
2	10.00	4	1	0
3	13.00	3	2	0
4	16.00	2	2	0
5	17.00	2	2	0
6	0.00	0	0	0
Other**	0.00	0	0	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 (Elementary) (School Year 2023–24)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	18.00	2	0	0
1	15.00	2	2	0
2	11.00	3	1	0
3	11.00	3	1	0
4	16.00	2	2	0
5	16.00	2	2	0
6	0.00	0	0	0
Other**	0.00	0	0	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 (Elementary) (School Year 2024–25)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	25.00		2	
1	11.00	4		
2	11.00	3	2	
3	7.00	6		
4	11.00	3	1	
5	15.00	2	2	
6				
Other**				

* 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 2022–23)

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 2023–24)

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 2024–25)

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.

Ratio of Pupils to Academic Counselor (School Year 2024–25)

Title	Ratio
Pupils to Academic Counselor*	0

* One full-time equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

Student Support Services Staff (School Year 2024–25)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.80
Social Worker	0.40
Nurse	
Speech/Language/Hearing Specialist	
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.

** "Other" category is for all other student support services staff positions not listed.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2023–24)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$21236.00	\$8782.00	\$12454.00	\$106339.00
District	N/A	N/A	\$13804.00	\$102344.00
Percent Difference – School Site and District	N/A	N/A	-10.3%	7.3%
State	N/A	N/A	\$11146.18	\$100089.00
Percent Difference – School Site and State	N/A	N/A	14.5%	12.2%

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

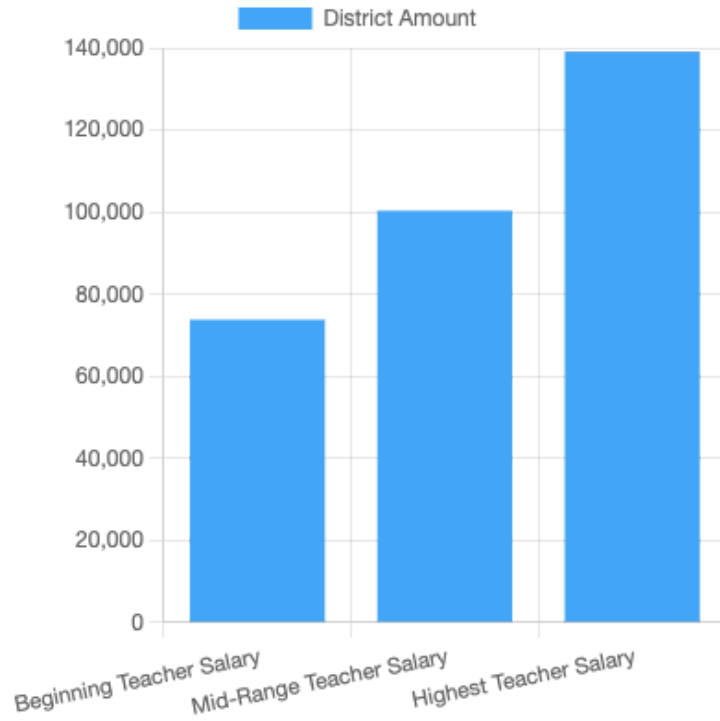
Types of Services Funded (Fiscal Year 2024–25)

<p>Sunrise Club -Early morning enrichment before school</p> <p>MPAS -Mt. Pleasant After School Program</p> <p>ELOP -Extended learning Opportunity Program -After school tutoring for targeted students</p> <p>Summer Session</p>

Teacher and Administrative Salaries (Fiscal Year 2023–24)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$73812.00	\$61516.32
Mid-Range Teacher Salary	\$100352.00	\$95478.69
Highest Teacher Salary	\$139067.00	\$125207.90
Average Principal Salary (Elementary)	\$143459.00	\$152668.30
Average Principal Salary (Middle)	\$145592.00	\$156487.16
Average Principal Salary (High)	\$0.00	\$165427.38
Superintendent Salary	\$230000.00	\$242780.63
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

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



Professional Development

Mount Pleasant Elementary School District

2025–26 PROFESSIONAL DEVELOPMENT PLAN

Curriculum, Instruction & Assessment

Overarching Instructional Goals

- 1. Build Collective Teacher Efficacy across all grade levels and teams.**

2. **Strengthen Data-Informed decision-making through consistent assessment and progress monitoring.**

3. **Improve Student Achievement with a focus on early literacy, reading growth, math proficiency, and English Learner progress.**

SMART Goals (Districtwide Student Outcomes)

- **Reading Growth (MPAS Students):**
80% will make 1.5 years of growth in reading by June 2026.

- **Reading Growth (Non-MPAS Students):**
50% will make 1.5 years of growth by June 2026.

- **LTEL Reclassification (Grades 6–8):**
80% will reclassify by September 2026.

- **Early Literacy Long-Term Target:**
100% of current kindergarten students will read at grade level by June 2029.

Theory of Action

If we provide coherent, multi-layered PD aligned to district goals—and support teachers with structured collaboration, data analysis, and instructional coaching—then teachers will strengthen Tier 1 instruction, implement effective interventions, and accelerate student achievement in reading, math, and language development.

1. AUGUST 2025 PROFESSIONAL LEARNING • 9 hours

Theme: Clarity, Rigor & Aligned Instruction

TK: PTKLF Overview

- Deep dive into PTKLF components
- Foundational literacy expectations
- Guided practice with early learning routines

K–2: mCLASS Diagnostic + Early Literacy Foundations

- Administering and interpreting the screener
- Connecting diagnostic data to small-group instruction
- Progress monitoring aligned with early literacy goals

3–5 and 6–8: Clarity, AI Tools & Instructional Planning

Learning Intentions

- Understand grade-level rigor
- Reflect on expectations and instructional moves
- Use AI tools to unpack standards and develop unit plans

Success Criteria

Participants will be able to:

- Explain rigor in their classrooms
- Identify instructional moves that build rigor (via video analysis)
- Unpack standards using AI with accuracy and fidelity

1. COLLABORATION CYCLES (PLC Model)

Monthly • 8 Cycles • 60–90 minutes each

Cycle 1 – Foundations & Equity

- Establish PLC norms
- Understand EL profiles and ELPAC structure
- Align to district equity commitments
- Set grade-level expectations for collaboration

Cycle 2 – Collective Teacher Efficacy

- Study efficacy research
- Review mCLASS BOY data
- Identify Tier 1 + intervention supports
- Define “one year’s worth of growth” for each grade

Cycle 3 – Reading Intervention Deep Dive

- Learn high-leverage intervention practices
- Align resources and progress monitoring tools
- Plan targeted intervention blocks

Cycle 4 – ELPAC Integration

- Analyze item types and scoring

- Identify essential language skills by grade band
- Embed ELD standards into daily lessons
- Design plans to improve ELPAC outcomes

Cycle 5 – CAASPP ELA

- Analyze question stems and cognitive demand
- Align reading and writing expectations
- Strengthen text-dependent questioning and academic discourse

Cycle 6 – CAASPP Math

- Error analysis and common misconceptions
- High-leverage routines (number talks, problem-solving protocols)
- Develop standards-aligned tasks

Cycle 7 – Mid-Year Data Review

- BOY ? MOY growth analysis
- Adjust interventions and instructional plans
- Ask: Are our moves producing equitable growth?

Cycle 8 – Instructional Coherence & Acceleration

- Identify “must-have” learnings for Spring 2026
- Create acceleration plans for students below grade level
- Plan transition supports + summer learning
- Reflect and set priorities for 2026–27

1. **JANUARY 5, 2026 DISTRICTWIDE PROFESSIONAL DEVELOPMENT DAY (Tentative Plan) - 6 Hours**

Theme: Brain-Based Teaching, Trauma-Informed Practices & Literacy Across the Curriculum

Grades TK-K–1 (Full Bloom Training)

Objectives

- Build educator confidence in trauma-informed, healing-centered strategies

- **Strengthen early childhood SEL and self-regulation practices**
- **Integrate aligned strategies with existing initiatives (Teaching Pyramid, Restorative Practices)**
- **Support inclusion for neurodivergent learners and high-need classrooms**

Measures of Success

1. **90% of TK–1 teachers report increased confidence using trauma-informed, developmentally aligned strategies.**
2. **Three post-training consultations generate actionable classroom plans with documented next steps.**
3. **Pilot classrooms show improved climate and engagement (observations or self-assessments).**
4. **Leadership identifies next steps for SEL pathways, early literacy support, and coaching models.**

Grades 2-5

Session 1: Teaching with the Brain in Mind

Objectives

- **Understand how stress, emotions, and cognitive load impact learning**
- **Identify brain-friendly strategies that increase engagement and retention**
- **Apply culturally responsive routines that support motivation and belonging**
- **Strengthen Tier 1 practices through movement, pacing, novelty, and relevance**

Session 2: Foundational Literacy for Upper Elementary

Objectives

- **Understand the continuum from decoding ? fluency ? comprehension**
- **Use data (mCLASS + class assessments) to group students for targeted support**
- **Integrate vocabulary, morphology, and writing into daily ELA routines**
- **Strengthen scaffolding for ELs using sentence frames, modeling, and structured talk ?**

Robert Sanders Trainings 25-26

Health

COST

ELD Strategies

mClass and iReady

Energy Bus

AVID

ELPAC

CAASPP

Emergency Preparedness

Measure	2023– 24	2024– 25	2025– 26
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3