

Robert Sanders Elementary School

3411 Rocky Mountain Dr. • San Jose, CA 95127-4853 • 408-258-7288 • Grades K-5
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2012-13 School Accountability Report Card Published During the 2013-14 School Year

Mt. Pleasant Elementary School District

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District Governing Board

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District Administration

Mariann Engle
Superintendent

About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. All data are reported for the 2012-13 school-year, unless otherwise indicated. For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at www.cde.ca.gov/ta/ac/sa/. For additional information about this school, please contact the school administration at 408-258-7288.

School Description

Robert Sanders Elementary School is situated in a residential community near the east foothills of San Jose. There are eighteen classes for students from kindergarten through fifth grade. In addition to the 19 regular education classes we have four Special Day Classes one K-2, 3-4, 5-6 and a SH-SDC 4-8th and a County Office of Education Severely Emotionally Disabled class. In addition, we have a Preschool. We have an ethnically diverse student body with an approximate school population of 505 students. The majority of the students are Hispanic and they comprise 81% of the student population.

The staff of Robert Sanders is composed of administrative and office staff, teaching and support staff. The administrative and office staff is composed of the principal, the school secretary, a health clerk and a part time Family Case Manager, and counselor through Foothill Community Clinic. Our teaching staff consists of eighteen regular education classroom teachers, four SDC teachers, one Preschool teacher, one Resource Program Specialist, two Speech and Language Teachers, one ELD support Teacher, and one Intervention Teacher. The support staff includes two School Psychologists, Adaptive PE teacher, noon duty supervisors, Food Service workers, two custodians, and eight Instructional Aides. The paraprofessionals are assigned as follows: one RSP aide, and five SDC aides. The staff at Robert Sanders Elementary School strives to educate and inspire our students to become successful members of society by providing challenging opportunities to learn according to individual needs.

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.

Opportunities for Parental Involvement

Contact Person: Erika Aguirre
Contact Phone No. (408) 258-7288

Robert Sanders Elementary School is a community school. Throughout the year our doors are open for parent involvement.

We are a model school for the SCCOE for active parent engagement. We offer weekly parent support classes through the SCCOE at our site, and all families are encouraged to attend. This class not only assists parents in raising healthy children, they also empower our families by educating them on the upcoming Common Core. Our families are trained to push into the classrooms and run small group instruction using common core kits. Our families that graduate from the program have access to common core kits at the SCCOE to assist with classroom support, and they can use these kits with their own children at home.

Our PTA is active and meets every month for a formal meeting, and collaborate regularly to discuss upcoming events. They have schoolwide events such as the Pumpkin Patch, the Walk-a-thon, and the End of the Year Carnival, Family Movie and Craft Nights, and family reading nights. We strive to offer activities that allow for families to be involved in our school and their child's education. Parents volunteer during the day in the classrooms, library, on the playground, in the office and on field trips.

We also have an active School Site Council that monitors the Single School Plan and school budgets. We have an active district-wide English Language Advisory Committee, and we meet 4 times a year. At the end of the school year we have a Parent Volunteer Tea to recognize all our volunteers.

Student Enrollment by Grade Level	
Grade Level	Number of Students
Kinder.	68
Gr. 1	69
Gr. 2	76
Gr. 3	72
Gr. 4	82
Gr. 5	79
Gr. 6	2
Total	448

Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.5
American Indian or Alaska Native	1.1
Asian	6.3
Filipino	3.3
Hispanic or Latino	79.5
Native Hawaiian/Pacific Islander	1.8
White	2.5
Two or More Races	0.9
Socioeconomically Disadvantaged	79.2
English Learners	59.6
Students with Disabilities	15.4

School Safety Plan

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

Robert Sanders Elementary School is a PeaceBuilders School, this is our 8th year implementing the PeaceBuilders Program at our School. 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). Our School provides a safe and engaging learning environment.

Average Class Size and Class Size Distribution												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Year	11	12	13	11	12	13	11	12	13	11	12	13
Kinder.	24.3	27.5	17	0	0	2	3	2	2	0	0	
Gr. 1	18	22.4	16	4	1	2	0	4	2	0	0	
Gr. 2	25	23.3	18	0	1	2	3	2	2	0	0	
Gr. 3	21.5	22.5	17	1	1	2	3	3	2	0	0	
Gr. 4	29.7	19.3	21	0	1	2	3	2	2	0	0	
Gr. 5	26	22.3	13	0	1	4	3	3	2	0	0	

* 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, English, Math, Science and Social Science (SS), rather than grade level.

Suspensions and Expulsions			
Schoolwide	10-11	11-12	12-13
Suspensions Rate	1.97	0.03	0.49
Expulsions Rate	0	0	0.002
Districtwide	10-11	11-12	12-13
Suspensions Rate	15.04	0.104	0.10
Expulsions Rate	0.42	0.002	0.002

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

We have various preventive efforts such as activities that focus on improving our school climate. Students are recognized for good attendance, demonstrating PeaceBuilders/BEST principles, and academic success throughout the year.

In order to enhance and complement our PeaceBuilders program, we also implement the BEST (PBIS) behavior program. A team of administrators, classified and teachers continue to attend the BEST trainings. The BEST team continues to present key ideas to the Leadership Team and the staff. Our district continues to receive ongoing trainings in the Best Behavior Program, a positive behavior program that provides intervention techniques based on research in school discipline. The program addresses schoolwide, common areas, classroom, and individual student intervention. Our staff has worked together to define schoolwide expectations- be respectful, be responsible and be safe. Together we have agreed upon common language to use and have directly taught our students what these expectations are and what they look like for all areas of the school. Ongoing training and implementation will occur throughout the 2013-14 school year.

We have after school programs to provide additional supervision and support for our students. The Mt. Pleasant Afterschool Program (MPAS) enrolls approximately 105 students. This program provides a homework center, enrichment activities, and sports programs.

Robert Sanders provides a safe and engaging learning environment for all of our students. The district installed a 180 degree camera to monitor our campus. Cameras were installed in the front office for added security. The custodian surveys the campus each morning for bottles, glass, other dangerous objects, and graffiti. Announcements are as soon as the students arrive on Monday and Friday mornings. All visitors are required to enter the building through the front door, sign in and wear a visitors pass. No one can pick up a child unless their name is on the emergency card and the person shows a picture ID. Lock down, fire, and earthquake drills are practiced on a regular basis.

School Facility Conditions and Planned Improvements (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

Year and month in which data were collected: 9/2013

Our classrooms provide adequate space for our students. In addition to classrooms, classes have the use of the library, the computer lab, the community center and our multipurpose room. We have a large playground with a large play structure, basketball courts and tetherballs. In addition, we have two baseball diamonds and a large lawn area. We have a small playground structure in a separate Preschool/Kindergarten playground.

During the Summer of 2012, our school underwent an extensive summer cleaning. The staff bathrooms in the office area were upgraded, and the main office are was painted. We are hoping to do a major remodel during the Summer of 2013 with the funding from Measure L. The plan is to upgrade all the of the classrooms, electrical systems, roofing, and restrooms.

School Facility Good Repair Status				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[]	[]	
Interior: Interior Surfaces	[X]	[]	[]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]	
Electrical: 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 Rating	Exemplary	Good	Fair	Poor
	[]	[X]	[]	[]

Teacher Credentials			
Schoolwide	10-11	11-12	12-13
Fully Credentialed	24	22	20
Without Full Credential	1	0	2
Teaching Outside Subject Area	0	0	0
Districtwide	10-11	11-12	12-13
Fully Credentialed	♦	♦	105
Without Full Credential	♦	♦	2

Teacher Misassignments and Vacant Teacher Positions at this School			
Schoolwide	11-12	12-13	13-14
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period.

During the school 2012-13, Robert Sanders and Valle Vista teachers came together for training provided by the SELPA on deescalating student behavior. Teachers were shown how to respond to students when their behavior escalates. This fall (2013), Robert Sanders and Valle Vista teachers were trained in restorative justice, that is an important component of our Positive Behavior Intervention Support (PBIS). This training was also provided by our SELPA.

Core Academic Classes Taught by Highly Qualified Teachers

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage at: www.cde.ca.gov/nclb/sr/tq/

Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	95.2	4.8
Districtwide		
All Schools	99.1	0.9
High-Poverty Schools	99.1	0.9
Low-Poverty Schools	0.0	0.0

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Social/Behavioral or Career Development Counselor	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	.5
Psychologist	.7
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	0
Resource Specialist	
Other	
Average Number of Students per Staff Member	
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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$6,180.00	\$2,449.00	\$3,731.00	\$66,704.00
District	♦	♦	\$5,468.00	\$65,913
State	♦	♦	\$5,537	\$66,594
Percent Difference: School Site/District			-31.8	1.2
Percent Difference: School Site/ State			-32.6	0.2

* **Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

* **Basic/Unrestricted** expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

Teacher and Administrative Salaries (Fiscal Year 2011-12)		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,209	\$41,327
Mid-Range Teacher Salary	\$65,326	\$63,903
Highest Teacher Salary	\$91,427	\$81,573
Average Principal Salary (ES)	\$79,277	\$103,887
Average Principal Salary (MS)	\$109,680	\$107,439
Average Principal Salary (HS)	\$0	\$102,399

Teacher and Administrative Salaries (Fiscal Year 2011-12)		
Category	District Amount	State Average for Districts In Same Category
Superintendent Salary	\$150,000	\$155,551
Percent of District Budget		
Teacher Salaries	38.7%	40.7%
Administrative Salaries	8.7%	6.2%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded (Fiscal Year 2012-13)

This section provides specific information about the types of programs and services available at the school that support and assist students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

Not applicable

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2013-14)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instructional materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected:

Textbooks and Instructional Materials	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	MacMillan McGraw Hill for grades K-6
Mathematics The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	MacMillan McGraw Hill for grades K-6
Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	MacMillan McGraw Hill for grades K-6
History-Social Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	MacMillan McGraw Hill for grades K-6

Note: Scores are not shown 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.

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics (Math) in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science (H-SS) in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the Percent of Students not tested, see the CDE STAR Results Web site at star.cde.ca.gov.

STAR Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	47	46	40	45	50	47	54	56	55
Math	58	50	50	51	51	47	49	50	50
Science	46	40	49	54	52	52	57	60	59
H-SS				32	38	35	48	49	49

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible. 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.

2013 STAR Results by Student Group				
Group	Percent of Students Scoring at Proficient or Advanced			
	ELA	Math	Science	H-SS
All Students in the LEA	47	47	53	35
All Student at the School	40	50	50	
Male	33	51	59	
Female	47	50	40	
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino	62	62		
Hispanic or Latino	36	46	49	
Native Hawaiian/Pacific Islander				
White				
Two or More Races				
Socioeconomically Disadvantaged	37	49	48	
English Learners	33	46	41	
Students with Disabilities	26	33		
Students Receiving Migrant Education Services				

California Physical Fitness Test Results

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the Percent of Students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at www.cde.ca.gov/ta/tg/pf/.

Grade Level	Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	10.4	26.0	31.2

DataQuest

DataQuest is an online data tool located on the CDE DataQuest webpage at dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.