

2011-12  
SCHOOL ACCOUNTABILITY REPORT CARD



**Robert Sanders Elementary School**  
**Mt. Pleasant Elementary District**

**Published During**  
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## I. Data and Access

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://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. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### 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 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.

## II. About This School

### School Description and Mission Statement (School Year 2011-12)

This section provides information about the school, its programs and its goals.

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 (.5FTE), one ELD support Teacher (.5FTE) and one Intervention Teacher. The support staff includes two School Psychologists (1.1 FTE), Adaptive PE teacher (.25 FTE), noon duty supervisors, Food Service workers, two custodians, and eight Instructional Aides. The paraprofessionals are assigned as follows: one RSP aide, and six 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 (School Year 2011-12)

This section provides information about opportunities for parents to become involved with school activities, including contact information pertaining to organized opportunities for parental involvement.

Contact Person:	Contact Phone No.
Erika Aguirre	(408) 667-6933

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

Our PTA is active and meets every other 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. All activities that allow for families to be involved in our school. Parents volunteer during the day in the classrooms, library, on the playground, in the office and on field trips.

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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 (School Year 2011-12)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Kindergarten	72
Transitional Kindergarten	
Grade 1	79
Grade 2	72
Grade 3	71
Grade 4	82
Grade 5	89
Total Enrollment	492

### Student Enrollment by Group (School Year 2011-12)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	1.6	White	2
American Indian or Alaska Native	1.2	Two or More Races	0.6
Asian	5.1	Socioeconomically Disadvantaged	68.7
Filipino	4.3	English Learners	67.1
Hispanic or Latino	80.7	Students with Disabilities	13.2
Native Hawaiian/Pacific Islander	0.8		

### Average Class Size and Class Size Distribution (Elementary)

This table displays, by grade level, the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2009-10			2010-11			2011-12					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K				24.3		3		27.5		2		
1				18	4			22.4	1	4		
2				25		3		23.3	1	2		
3				21.5	1	3		22.5	1	3		
4				29.7		3		19.3	1	2		
5				26		3		22.3	1	3		
K-3												
3-4												
4-8												
Other												

### III. School Climate

#### School Safety Plan (School Year 2011-12)

This section provides information about the school's comprehensive safety plan.

Robert Sanders Elementary School is a PeaceBuilder School, this is our 7th year implementing the PeaceBuilder Program at our School. We have also incorporated BEST practices, and focus on three overall expectations (Be Respectful, Be Responsible, and Be Safe). Our School 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.

In order to enhance and compliment our PeaceBuilder program we are implementing the BEST behavior program. A team of administrators, classified and teachers attended the BEST training, the BEST team has presented key ideas to the Leadership Team and the staff. Our district is also receiving training 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. On going training and implementation will occur through out the 2012-13 school year.

We have before school and afterschool 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, sports, as well as, access to the library and computer lab.

#### Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
<b>Suspensions</b>	0.03	0.01	0.03	0.65	15.04	0.104
<b>Expulsions</b>	0	0	0	0.22	0.42	0.002

## IV. School Facilities

### School Facility Conditions and Planned Improvement (School Year 2012-13)










This section provides information about the condition of the school's grounds, buildings, and restrooms based on the most recent data available, and a description of any planned or recently completed facility improvements.

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 area 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. (School Year 2012-13)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Inspected On:	Repair Status				Repair Needed and Action Taken or Planned
System Inspected	Exemplary	Good	Fair	Poor	
<b>Systems: Gas Leaks, Mechanical/HVAC, Sewer</b>	—		—	—	
<b>Interior: Interior Surfaces</b>	—		—	—	
<b>Cleanliness: Overall Cleanliness, Pest/Vermis Infestation</b>	—		—	—	
<b>Electrical: Electrical</b>	—		—	—	
<b>Restrooms/Fountains: Restrooms, Sinks/Fountains</b>	—		—	—	
<b>Safety: Fire Safety, Hazardous Materials</b>	—		—	—	
<b>Structural: Structural Damage, Roofs</b>	—		—	—	
<b>External: Playground/School Grounds, Windows/ Doors/Gates/Fences</b>	—		—	—	
<b>Overall Rating</b>	—		—	—	

## V. Teachers

### Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2009-10	2010-11	2011-12	2011-12
Teachers with Full Credential	24	24	22	120
Teachers without Full Credential	2	1	0	1
Teachers Teaching Outside Subject Area of Competence	0	0	0	N/A

### Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2010-11	2011-12	2012-13
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2011-12)

This table displays the percent of classes in core academic subjects taught by Highly Qualified Teachers as defined in the Elementary and Secondary Education Act (ESEA), in a school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. 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. More information on teacher qualifications required under the ESEA can be found on the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100	0
All Schools in District	99	0
High-Poverty Schools in District	100	0
Low-Poverty Schools in District	0	0

## VI. Support Staff

### Academic Counselors and Other Support Staff (School Year 2011-12)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. 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.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/Behavioral or Career Development)	1	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	1.1	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist (non - teaching)		N/A
Other		N/A



## VII. Curriculum and Instructional Materials

### Description of school's program towards meeting William's Settlement Requirements

Every school in the district underwent a Williams Inspection following the same protocol used by the SCCOE. The site was inspected by Director of Student Support Service and Assistant Superintendent of Instruction Services along with the Director of Maintenance and Operations.

August Boeger, Ida Jew Academies and Mt. Pleasant Elementary was inspected by the Santa Clara County Office of Education (SCCOE). Each site passed in all areas. The report is on the district website.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2012-13)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school; whether the textbooks and instructional materials are from the most recent adoption (yes/no); and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption	From Most Recent Adoption?	Percent students lacking own assigned copy
Reading/Language Arts	MacMillan McGraw Hill for grades K-6	July 2010	0 %
Mathematics	MacMillan McGraw Hill for grades K-6	May 2009	0 %
Science	MacMillan McGraw Hill for grades K-6	May 2008	0 %
History-Social Science	MacMillan McGraw Hill for grades K-6	May 2003	0 %
Foreign Language			
Health			0 %
Science Laboratory Equipment (grades 9-12)			
Visual and Performing Arts			

## VIII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2010-11)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found on the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
School Site	\$5,241.00	\$0.00	\$4,275.00	\$66,704.00
District	N/A	N/A	\$4,342.00	\$66,203.00
Percent Difference - School Site and District	N/A	N/A	-1.54	0.76
State	N/A	N/A	\$5,455.00	\$65,598.00
Percent Difference - School Site and State	N/A	N/A	-21.63	1.69

### Types of Services Funded (Fiscal Year 2011-12)

This section provides information about the programs and supplemental services (e.g., information about supplemental educational services related to the school's federal Program Improvement status) that are provided at the school through either categorical funds or other sources.

Not applicable

### Teacher and Administrative Salaries (Fiscal Year 2010-11)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the CDE Certificated 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	\$47,209	\$40,962
Mid-Range Teacher Salary	\$65,326	\$63,212
Highest Teacher Salary	\$91,427	\$80,545
Average Principal Salary (Elementary)	\$105,049	\$102,057
Average Principal Salary (Middle)	\$106,594	\$106,108
Average Principal Salary (High)		\$110,838
Superintendent Salary	\$164,124	\$152,557
Percent of Budget for Teacher Salaries	11	40
Percent of Budget for Administrative Salaries	2	6

## IX. Student Performance

### Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The assessments under the STAR program show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven. The 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 CMA is an alternate assessment that is based on modified achievement standards in ELA for grades three through nine, mathematics for grades three through seven and Algebra I and science in grades five, eight, and 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. On each of these assessments, student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2009 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/pkt5intrpts09.pdf>. 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

### Standardized Testing and Reporting Results for All Students - Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
<b>English-Language Arts</b>	43	47	44	44	45	50	52	54	56
<b>Mathematics</b>	59	58	50	49	51	51	48	50	51
<b>Science</b>	33	46	40	51	54	52	54	57	60
<b>History-Social Science</b>	0	0	0	31	32	38	44	48	49

### Standardized Testing and Reporting Results by Student Group - Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	50	51	52	38
All Students at the School	44	50	40	0
Male	37	46	39	0
Female	52	54	40	0
Black or African American	45	45	0	0
American Indian or Alaska Native	0	0	0	0
Asian	0	0	0	0
Filipino	77	77	0	0
Hispanic or Latino	38	47	38	0
Native Hawaiian or Pacific Islander	0	0	0	0
White	0	0	0	0
Two or More Races	83	67	0	0
Socioeconomically Disadvantaged	41	48	36	0
English Learners	38	46	32	0
Students with Disabilities	19	30	0	0
Students Receiving Migrant Education Services	24	52	0	0

### California Physical Fitness Test Results (School Year 2011-12)

The California Physical Fitness Test 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. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>. 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	22	13.2	11
7	0	0	0
9	0	0	0

## X. Accountability

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Academic Performance Index (API) Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

### Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2009	2010	2011
<b>Statewide</b>	4	4	4
<b>Similar Schools</b>	7	9	8

### Academic Performance Index Growth by Student Group - Three-Year Comparison

Group	Actual API Change		
	2009-10	2010-11	2011-12
<b>All Students at the School</b>	25	11	-27
<b>Black or African American</b>			
<b>American Indian or Alaska Native</b>			
<b>Asian</b>			
<b>Filipino</b>			
<b>Hispanic or Latino</b>	17	14	-34
<b>Native Hawaiian or Pacific Islander</b>			
<b>White</b>			
<b>Two or More Races</b>			
<b>Socioeconomically Disadvantaged</b>	20	14	-27
<b>English Learners</b>	19	13	-30
<b>Students with Disabilities</b>			

Note: 'N/D' means that no data were available to the CDE or LEA to report. 'B' means the school did not have a valid API Base and there is no Growth or target information. 'C' means the school had significant demographic changes and there is no Growth or target information.

### Academic Performance Index Growth by Student Group - 2012 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2012 Growth API at the school, LEA, and state level.

Group	2012 Growth API					
	# of Students	School	# of Students	LEA	# of Students	State
All Students at the School	293	759	1,843	775	4,664,264	788
Black or African American	8		63	740	313,201	710
American Indian or Alaska Native	3		6		31,606	742
Asian	10		196	908	404,670	905
Filipino	13	885	92	891	124,824	869
Hispanic or Latino	244	736	1,345	743	2,425,230	740
Native Hawaiian or Pacific Islander	2		16	807	26,563	775
White	5		70	813	1,221,860	853
Two or More Races	3		8		88,428	849
Socioeconomically Disadvantaged	253	746	1,376	750	2,779,680	737
English Learners	210	746	1,130	777	1,530,297	716
Students with Disabilities	58	585	312	587	530,935	607

### Adequate Yearly Progress

The federal Elementary and Secondary Education Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state’s standards-based assessments in ELA and mathematics
- Percent proficient on the state’s standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

### Adequate Yearly Progress Overall and by Criteria (School Year 2011-12)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the six AYP criteria described above.

AYP Criteria	School	District
Overall	No	No
Participation Rate - English-Language Arts	No	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	No	No
Percent Proficient - Mathematics	No	No
API	Yes	Yes
Graduation Rate	N/A	N/A

### Federal Intervention Program (School Year 2012-13)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2012-2013	2008-2009
Year in Program Improvement	Year 1	Year 3
Number of Schools Currently in Program Improvement	N/A	2
Percent of Schools Currently in Program Improvement	N/A	40

## XII. Instructional Planning and Scheduling

### Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

During the summer of 2011 all K-5 staff were invited to three days of AB 372 reading training for MacMillan McGraw Hill Treasures Reading Series. Additional training was offered during the school year. Staff members who were unable to attend the summer training will receive the training during the school year. The 6-8 grade staff received reading training for the implementation of Glencoe-MacMillan McGraw Hill during the summer of 2012.

- Our teachers began the cycle of inquiry in order to create interventions for those students not meeting our district and State goals. Furthermore, our school district has facilitated Professional Learning Communities where our teachers can collaborate with teachers from other schools and look at ways to improve their profession. The SCCOE is offering additional training to teachers to facilitate PLCs. The District has provided staff development regarding Common Core Standards (CCS), technology to support CCS and continuing the training in PLC facilitation and data review to drive instruction.