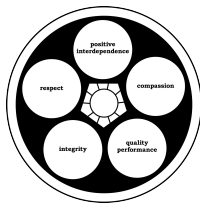


SARC 2015-16

SCHOOL ACCOUNTABILITY REPORT CARD

PUBLISHED DURING 2016-17



Sakamoto Elementary

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

Principal: Jenay Enna, Principal

Phone: (408) 227-3411

Email: jenna@ogsd.net

Web Site:

CDS Code: 43696256072144

Oak Grove Elementary

Superintendent: José Manzo

Phone: (408) 227-8300

Email: jmanzo@ogsd.net

Web Site: www.ogsd.net



I DATA AND ACCESS

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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents 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 <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district 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).%

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.

II ABOUT THIS SCHOOL

District Contact Information Most Recent Year

District Name: Oak Grove Elementary
 Phone Number: (408) 227-8300
 Superintendent: José Manzo
 E-mail Address: jmanzo@ogsd.net
 Web Site: www.ogsd.net

School Contact Information Most Recent Year

School Name: Sakamoto Elementary
 Street: 6280 Shadelands Dr.
 City, State, Zip: San Jose, CA 95123-4645
 Phone Number: (408) 227-3411
 Principal: Jenay Enna, Principal
 E-mail Address: jenna@ogsd.net
 Web Site:
 County-District-School
 (CDS) Code: 43696256072144

School Description and Mission Statement (School Year 2016–17)

Our Sakamoto community is a responsible, respectful, and caring school culture. Sakamoto Elementary is one of nineteen schools in the Oak Grove School District (OGSD), a district that is committed to developing a safe, inclusive, caring, educational community. Sakamoto's school community mission is to promote life-long learning through a balanced curriculum, by guiding students to become self-motivated and achieve their highest potential.

The California Common Core State Standards serve as a foundation for Sakamoto's robust instructional program, helping to prepare our students for their 21st Century futures. Sakamoto's highly qualified staff seeks ways to go beyond mastery of basic skills and teach higher order and critical thinking skills. Through collaborative and rigorous problem-solving activities, and opportunities to discuss and process individually and as groups, we are providing students with rich learning experiences that will eventually help them in college and beyond.

In addition, teachers attend on-going training and provide instruction in our Common Core State Standards based curriculum and 21st century skills. Other components include balanced literacy, Readers' Workshop, and Writers' Workshop. Sakamoto was one of the original schools who worked in collaboration with the Noyce Foundation and was a demonstration school for Writers' Workshop.

To facilitate the learning process and ensure success for all students, Sakamoto staff actively participates in the Cycle of Inquiry (COI) and Continuous Equity Improvement work. This work includes collecting and analyzing data, reflecting on teachers' own practice, collaborating on strategies, and planning next steps. Our aim is to ensure that all students' academic needs are met regardless of ethnic, racial or socio-economic differences. With a focus on classroom discussion strategies and ways to enhance academic discourse in math and across content areas, developing academic language, both orally and in writing, is a priority for our current professional development plan.

As students are identified as needing extra support, Sakamoto offers a variety of safety nets such as small group instruction during the school day, cross-age and peer tutoring, after school homework club, and extended-day literacy or math academies. In addition, our school now offers on-line computer adaptive interventions, including Scholastic's READ 180 / Systems 44, iReady, and Dreambox Math as support for our students. Some of these safety nets are on a volunteer basis while others depend upon funding.

In addition to academics, students are expected and taught to be responsible for positive behavior choices. The strategies used in the school come from various programs or settings such as Project Cornerstone, Positive Behavior Intervention Support (PBIS) lessons, social thinking curriculum, and classroom meetings. These types of activities and lessons teach positive social skills and tools in resolving conflicts. Our overall program for creating a positive school experience for all students is our PBIS, a systems approach to creating a predictable school culture with a common set of expectations. Our work involves creating, teaching, and implementing behavioral expectations and procedures, while using our discipline referral data on a consistent basis. Students, staff, and the community are expected to live the values delineated as our ABCs (Act Responsibly, Be Respectful & Care for Others). By reflecting on these values we strive to create a school culture of high behavioral expectations that are matched by support.

It takes a number of different stakeholders to help Sakamoto reach all of our goals. Everyone is involved in some important way in building our Sakamoto community, whether it be our students, teachers, classified staff, administration, parents, volunteers, District Office personnel, or outside agencies. It is truly this collaboration and interdependence that enables Sakamoto School to be what it is.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	84
Grade 1	91
Grade 2	80
Grade 3	86
Grade 4	80
Grade 5	87
Grade 6	90
Total Enrollment	598

Student Enrollment by Student Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	3.8%
American Indian or Alaska Native	0.2%
Asian	18.2%
Filipino	3.8%
Hispanic or Latino	30.8%
Native Hawaiian/Pacific Islander	0.3%
White	33.9%
Two or More Races	8.9%
Socioeconomically Disadvantaged	18.7%
English Learners	17.2%
Students with Disabilities	15.2%
Foster Youth	0.2%

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 Credentials

Teachers	School 2014-15	School 2015-16	School 2016-17	District 2016-17
With Full Credential	26	25	26	466
Without Full Credential	1	2	0	7
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	2

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	
Total Teacher Misassignments*	0	0	
Vacant Teacher Positions	0	0	

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

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.00%	.00%
All Schools in District	99.86%	.14%
High-Poverty Schools in District	100.00%	.00%
Low-Poverty Schools in District	99.76%	.24%

NOTE: 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 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016–17)

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 instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Month and year in which data were collected: September 2016

Subject	Textbooks and instructional materials/year of adoption	From most recent adoption?	% Students lacking own assigned copy
Reading/Language Arts	Adopted in 2014/excellent quality/one per student	Engage New York	0%
Mathematics	Adopted in 2014/excellent quality/one per student	Engage New York at TK-6 College Preparatory Math at 7-8	0%
Science	Adopted in 2001/excellent quality/one per student	Harcourt School Publishers, Harcourt Science. Prentice Hall Publishers, Science Explorer.	0%
History-Social Science	Adopted in 1999/excellent quality/one per student	Mc Graw Hill, Adventures in Time and Place.	0%
Foreign Language			0%
Health		Harcourt Brace Jovanovich, HBJ Health	0%
Visual and Performing Arts		Silver Burdett & Ginn, World of Music	0%
Science Laboratory Equipment (grades 9-12)			0%

School Facility Conditions and Planned Improvements

As per the Williams' settlement, all Oak Grove schools are maintained in a manner that assures a clean, safe, and functional site as determined by periodic evaluation.

Measure P: On November 4, 2014 the voters in Oak Grove School District approved the issuance of Measure P. Measure P authorized the issuance of \$89.8 million in bonds to benefit the Oak Grove School District. The funds are meant to be used to renovate, repair, acquire, construct and modernize classrooms and facilities, and increase student access to computers and technology.

After the successful completion of the Measure Q Bond program, the Oak Grove community approved Measure S in November 2008 that authorized an additional \$125 million General Obligation Bond to continue needed school modernization projects, construct two new intermediate school gymnasiums, and consider solar technology systems throughout the district. Combined with local Routine Repair funds and State Deferred Maintenance funds, future facility improvements will insure that critical services continue to be provided for our students for years to come.

School Facility Good Repair Status

Using the most recent 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 Overall Rating

Month and year in which data were collected: January 2017

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

Overall Facility Rate

Month and year in which data were collected: January 2017

	Exemplary	Good	Fair	Poor
Overall Rating	-	✓	-	-

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], Science California Standards Tests) System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- 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 English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/ Literacy (grades 3-8 and 11)	55%	55%	47%	50%	44%	48%
Mathematics (grades 3-8 and 11)	53%	49%	38%	42%	34%	36%

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.

CAASPP Test Results in ELA by Student Group (ELA)
 Grades Three through Eight and Eleven (School Year 2015–16)
 ELA - Grade 3

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	89	82	92.13%	58.54%
Male	50	45	90.00%	48.89%
Female	39	37	94.87%	70.27%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	12	12	100.00%	58.33%
Filipino	--	--	--	--
Hispanic or Latino	27	24	88.89%	45.83%
Native Hawaiian or Pacific Islander	--	--	--	--
White	29	27	93.10%	74.07%
Two or More Races	11	11	100.00%	72.73%
Socioeconomically Disadvantaged	18	15	83.33%	33.33%
English Learners	21	18	85.71%	22.22%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

NOTE: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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.

ELA - Grade 4

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	82	76	92.68%	42.11%
Male	47	45	95.74%	42.22%
Female	35	31	88.57%	41.94%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	13	11	84.62%	90.91%
Filipino	--	--	--	--
Hispanic or Latino	28	27	96.43%	29.63%
Native Hawaiian or Pacific Islander	--	--	--	--
White	32	30	93.75%	36.67%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	18	17	94.44%	17.65%
English Learners	12	11	91.67%	45.45%
Students with Disabilities	15	11	73.33%	9.09%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

NOTE: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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.

ELA - Grade 5

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	89	87	97.75%	55.17%
Male	47	46	97.87%	41.30%
Female	42	41	97.62%	70.73%
Black or African American	--	--	--	--
American Indian or Alaska Native				
Asian	16	15	93.75%	73.33%
Filipino	--	--	--	--
Hispanic or Latino	26	25	96.15%	44.00%
Native Hawaiian or Pacific Islander	--	--	--	--
White	33	33	100.00%	60.61%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	18	18	100.00%	11.11%
English Learners	--	--	--	--
Students with Disabilities	17	16	94.12%	
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	--

NOTE: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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.

ELA - Grade 6

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	92	87	94.57%	64.37%
Male	46	43	93.48%	62.79%
Female	46	44	95.65%	65.91%
Black or African American	--	--	--	--
American Indian or Alaska Native				
Asian	21	19	90.48%	94.74%
Filipino	--	--	--	--
Hispanic or Latino	30	30	100.00%	46.67%
Native Hawaiian or Pacific Islander				
White	36	33	91.67%	66.67%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	16	16	100.00%	31.25%
English Learners	--	--	--	--
Students with Disabilities	14	14	100.00%	21.43%
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	--

NOTE: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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 Assessment Results –Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2015–16)

Mathematics - Grade 3

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	89	82	92.13%	56.10%
Male	50	45	90.00%	46.67%
Female	39	37	94.87%	67.57%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	12	12	100.00%	75.00%
Filipino	--	--	--	--
Hispanic or Latino	27	24	88.89%	41.67%
Native Hawaiian or Pacific Islander	--	--	--	--
White	29	27	93.10%	66.67%
Two or More Races	11	11	100.00%	72.73%
Socioeconomically Disadvantaged	18	15	83.33%	33.33%
English Learners	21	18	85.71%	38.89%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

NOTE: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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.

Mathematics - Grade 4

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	82	77	93.90%	36.36%
Male	47	45	95.74%	40.00%
Female	35	32	91.43%	31.25%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	13	12	92.31%	83.33%
Filipino	--	--	--	--
Hispanic or Latino	28	27	96.43%	22.22%
Native Hawaiian or Pacific Islander	--	--	--	--
White	32	30	93.75%	33.33%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	18	17	94.44%	23.53%
English Learners	12	11	91.67%	45.45%
Students with Disabilities	15	11	73.33%	
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	--

NOTE: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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.

Mathematics - Grade 5

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	89	87	97.75%	48.28%
Male	47	46	97.87%	43.48%
Female	42	41	97.62%	53.66%
Black or African American	--	--	--	--
American Indian or Alaska Native				
Asian	16	15	93.75%	66.67%
Filipino	--	--	--	--
Hispanic or Latino	26	25	96.15%	24.00%
Native Hawaiian or Pacific Islander	--	--	--	--
White	33	33	100.00%	60.61%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	18	18	100.00%	11.11%
English Learners	--	--	--	--
Students with Disabilities	17	16	94.12%	
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	--

NOTE: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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.

Mathematics - Grade 6

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	92	87	94.57%	54.02%
Male	46	43	93.48%	60.47%
Female	46	44	95.65%	47.73%
Black or African American	--	--	--	--
American Indian or Alaska Native				
Asian	21	19	90.48%	89.47%
Filipino	--	--	--	--
Hispanic or Latino	30	30	100.00%	30.00%
Native Hawaiian or Pacific Islander				
White	36	33	91.67%	57.58%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	16	16	100.00%	25.00%
English Learners	--	--	--	--
Students with Disabilities	14	14	100.00%	7.14%
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	--

NOTE: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	61%	55%	62%	60%	56%	55%	60%	56%	54%

CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	89	87	97.75%	62.07%
Male	47	46	97.87%	58.70%
Female	42	41	97.62%	65.85%
Black or African American	–	–	–	–
American Indian or Alaska Native				
Asian	16	15	93.75%	80.00%
Filipino	–	–	–	–
Hispanic or Latino	26	25	96.15%	40.00%
Native Hawaiian or Pacific Islander	–	–	–	–
White	33	33	100.00%	66.67%
Two or More Races	–	–	–	–
Socioeconomically Disadvantaged	18	18	100.00%	38.89%
English Learners	–	–	–	–
Students with Disabilities	17	16	94.12%	50.00%
Students Receiving Migrant Education Services				
Foster Youth	–	–	–	–

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 2015-16)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	20.20%	33.30%	27.40%

NOTE: Percentages are not calculated 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.

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 for the school district and each school site.

Opportunities for Parental Involvement - (School Year 2016–17)

At Sakamoto, parents are welcome and involved. Parents take an active role on the School Site Council (SSC) and in the Parent Teacher Organization (PTO), the fundraising arm of the school community. Walk-a-thons, Harvest Festivals, silent auctions, and Book Fairs are just a few of the fundraising opportunities for families. Parents help in various capacities at school or in the classroom, such as making copies in the office, supporting the teacher to lead centers or classroom activities, teaching Art Vista, Science Vista, or Project Cornerstone lessons, and being the classroom parent to help coordinate certain activities.

We also have a Hispanic Parent Group and an African American Koffee Klatch group that meet several times during the school year. The purpose of these two groups is to create a safe forum for parents/families to ask questions, discuss relevant topics, and seek out/share resources.

STATE PRIORITY: SCHOOL CLIMATE

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

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

Suspensions and Expulsions

Rate*	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	2.59	1.77	3.41	4.05	1.75	2.64	4.36	3.80	3.65
Expulsions	0.00	0.00		0.05	0.00	0.01	0.10	0.09	0.09

School Safety Plan – Most Recent Year

Providing a safe environment is a high priority for Sakamoto School. To this end, there are continuous improvement processes and collaborative efforts that provide comprehensive positive behavior and health education and a strong academic foundation within a safe and secure learning environment that ensures success for all students.

Prevention education at Sakamoto includes supplemental programs and policies including Positive Behavior Intervention Support (PBIS), Social Thinking, Project Cornerstone (developmental assets), conflict/peer mediation, positive discipline, anti-bullying, and the Wellness Policy including physical education and nutritional education. PBIS, a systems-approach to creating a positive and consistent environment, is fully implemented at our site. Our ABCs (Act Responsibly, Be Respectful Care for Others) is the bedrock for all our student behavior instruction, rewards, and consequences.

Attendance is closely monitored and students with unexcused absences of 10% or more receive law/school district/partnership intervention. Truancy abatement is a common goal of the school/district and other agency collaborative partnerships.

Classroom instruction is provided to promote positive social skills for inside and outside the classroom, focusing on the empathy, anger management, and problem solving. Our focus is to build on our use of the "ABCs" to empower students in addressing problem behavior by empowering themselves and others through conflict resolution.

Each year staff is trained in and practices the components of the National Emergency Management System which includes fire and Lock Down drills, earthquake evacuation, first aid procedures, communicable disease action plan, and emergency evacuation routes.

We balance the school discipline plan with positive incentives, as well as behavior intervention plans and/or appropriate alternative consequence plans. School-wide expectations are posted in each classroom. Positive incentives are offered for positive behavior/attitude, practices, and academics. Alternatives reviewed as options to positive discipline include, but are not limited to campus clean-up, campus projects, incentives, community services, behavior plans/contracts, and/or alternative placements.

We strive to improve the system of publications to students, staff, and community which will include or focus on school news, activities, acknowledgments, and announcements.

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.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2008-2009
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	4
Percent of Schools Currently in Program Improvement	N/A	100.0%

NOTE: Cells with NA values do not require data.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2013-14 Number of Classes*			Avg. Class Size	2014-15 Number of Classes*			Avg. Class Size	2015-16 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	24	1	3		22	1	3		24		3	
1	30		2		27		3		27		3	
2	23	1	3		23	1	3		27		3	
3	27		3		28		2		27		3	
4	35			2	31		1	2	33		2	
5	25	1	1	2	31		3		34		2	
6	23	2		2	26	1		2	33		1	
Other					13	1				4	1	1

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

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2013-14 Number of Classes*			Avg. Class Size	2014-15 Number of Classes*			Avg. Class Size	2015-16 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English												
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.

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	.2	N/A
Psychologist	1.0	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	.6	N/A
Resource Specialist (non - teaching)	1.0	N/A
Other		N/A

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

* 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 2014-15)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site				
District	N/A	N/A		\$73229
Percent Difference – School Site and District	N/A	N/A		
State	N/A	N/A	\$5677	\$75137
Percent Difference – School Site and State	N/A	N/A		

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

Types of Services Funded (Fiscal Year 2015-16)

Programs funded by categorical or “extra student” funds include:

1. Extended Day and Year Programs
2. Remedial Services provided by teachers
3. Community Liaison and Mental Health Services
4. Coaching (mentoring for staff development)
5. Instructional supplies and technology
6. Visual/performing arts
7. Programs for high achievers and GATE students
8. Safe Schools Specialist who supports student attendance
9. Professional development workshops and visitations

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$47730	\$44573
Mid-Range Teacher Salary	\$74704	\$72868
Highest Teacher Salary	\$91651	\$92972
Average Principal Salary (Elementary)	\$124357	\$116229
Average Principal Salary (Middle)	\$126593	\$119596
Average Principal Salary (High)		\$121883
Superintendent Salary	\$231099	\$201784
Percent of Budget for Teacher Salaries	38%	39%
Percent of Budget for Administrative Salaries	6%	5%

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

Professional Development

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

Our school provides extensive training for teachers in the implementation of Common Core State Standards, development of effective assessment and teaching strategies, and closing the achievement gap through the Cycle of Inquiry/Continuous Equity Improvement work in Professional Learning Communities (PLCs). There are numerous opportunities for participation in district in-services, out-of-district conferences, workshops, and committees. Other current staff development topics include EdTech, Project Based Learning, Common Core, Acquisition of English Language and the ELD framework, Classroom Discussions and Academic Language, and math. We have a Continuous Equity Improvement Team (Leadership Team) that leads site staff development around analyzing student work, developing effective strategies for the classroom, and using grade-level time to improve instruction. Kindergarten through third grade teachers are being trained on the Sobrato Early Academic Literacy (SEAL) model, which provides release time and on-site coaching. District-wide, staff attend three AB1579 days per school year, where staff development is provided the whole day when students are not in school. In addition, there are approximately ten days per school year of after school staff development.