



[SARC Home](#) » Santa Teresa Elementary

## 2019–2020 School Accountability Report Card

[Translation Disclaimer](#)

# School Accountability Report Card

## Reported Using Data from the 2019–2020 School Year

### California Department of Education

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or 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.

#### Mark Lepori, Principal

- Principal, Santa Teresa Elementary

#### About Our School

##### Contact

Santa Teresa Elementary  
6200 Encinal Dr.  
San Jose, CA 95119-1514

Phone: 408-227-3303

Email: [mlepori@ogsd.net](mailto:mlepori@ogsd.net)

**About This School****Contact Information (School Year 2020–2021)**

District Contact Information (School Year 2020–2021)	
<b>District Name</b>	Oak Grove Elementary
<b>Phone Number</b>	(408) 227-8300
<b>Superintendent</b>	José Manzo
<b>Email Address</b>	<a href="mailto:jmanzo@ogsd.net">jmanzo@ogsd.net</a>
<b>Website</b>	<a href="http://www.ogsd.net">www.ogsd.net</a>

School Contact Information (School Year 2020–2021)	
<b>School Name</b>	Santa Teresa Elementary
<b>Street</b>	6200 Encinal Dr.
<b>City, State, Zip</b>	San Jose, Ca, 95119-1514
<b>Phone Number</b>	408-227-3303
<b>Principal</b>	Mark Lepori, Principal
<b>Email Address</b>	<a href="mailto:mlepori@ogsd.net">mlepori@ogsd.net</a>
<b>Website</b>	<a href="http://santateresa.ogsd.net">santateresa.ogsd.net</a>
<b>County-District-School (CDS) Code</b>	43696256067243

*Last updated: 1/11/2021***School Description and Mission Statement (School Year 2020–2021)**

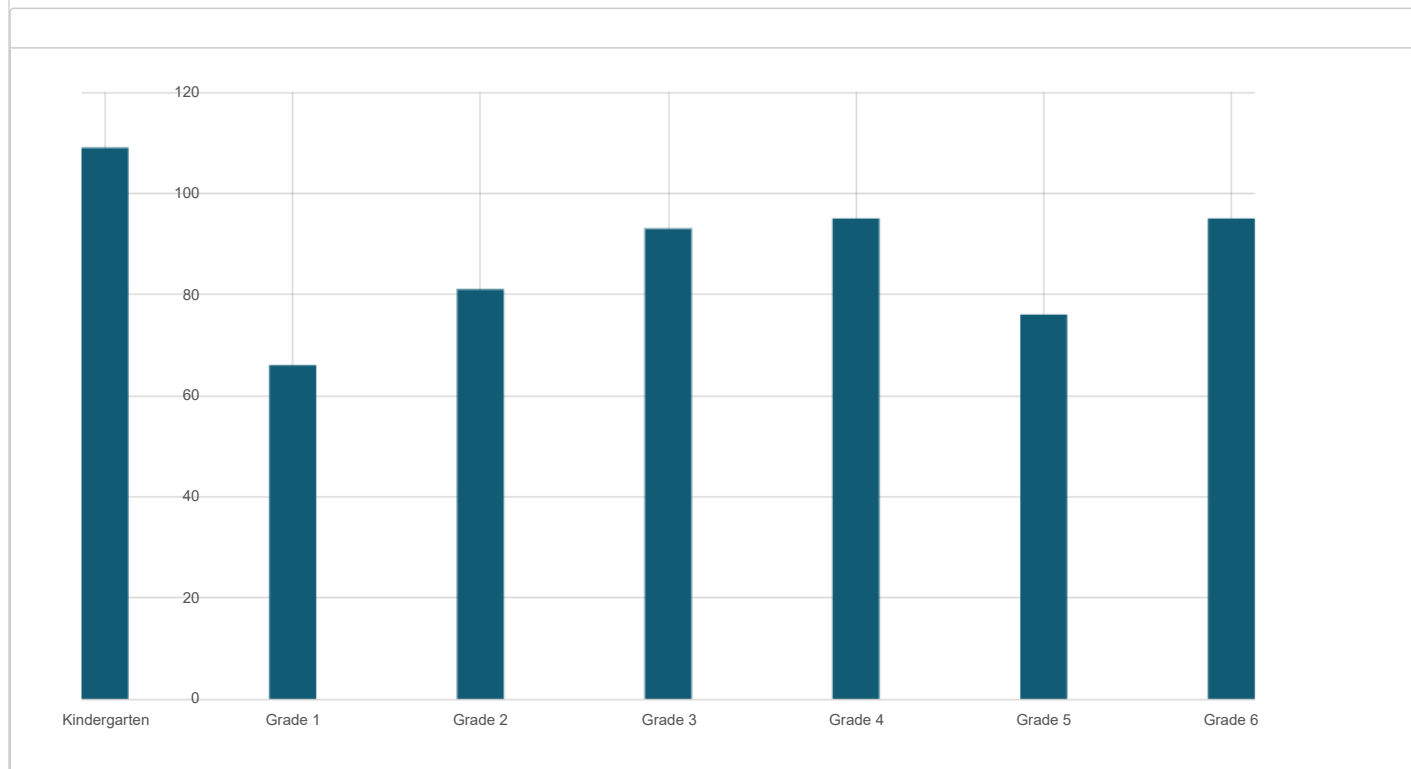
Santa Teresa is one of seventeen schools in the Oak Grove School District, a district that is committed to developing an inclusive, caring educational community in which each individual has an equal opportunity to achieve his or her potential. We believe that every child deserves a demanding, balanced, and rigorous level of standards-based instruction. At Santa Teresa, our mission is to cultivate a safe and nurturing environment where students reach their full potential. We are committed to developing socially and academically resilient students. Our students reach their potential daily and understand that with hard work and unwavering support, they can achieve a future that is beyond what they can imagine today. We also acknowledge the need to prepare our students to be successful in the digital 21st-century global community. We are committed to providing our students with daily opportunities to engage in learning experiences that incorporate the use of technology. Our students will use technology to collaborate, create, and share ideas.

The implementation of utilizing technology as a learning tool has become essential for all students and staff due to the COVID-19 pandemic, causing a required distance learning model as of March 16, 2020 that has continued into the 2020-21 school year. The Santa Teresa Staff is committed to ensuring students and families have access to all they need for distance learning, receive immediate support for technical issues, are monitored for social and emotional needs, and are engaged in learning from outside the school campus.

Last updated: 1/11/2021

**Student Enrollment by Grade Level (School Year 2019–2020)**

Grade Level	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Total Enrollment
<b>Number of Students</b>	109	66	81	93	95	76	95	615



Last updated: 1/11/2021

**Student Enrollment by Student Group (School Year 2019–2020)**

Student Group	Black or African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Native Hawaiian or Pacific Islander
<b>Percent of Total Enrollment</b>	2.40 %	0.30 %	30.10 %	5.20 %	34.50 %	0.30 %
<b>Student Group (Other)</b>	Socioeconomically Disadvantaged	English Learners	Students with Disabilities	Foster Youth	Homeless	
<b>Percent of Total Enrollment</b>	25.50 %	15.30 %	10.90 %	0.30 %	0.70 %	

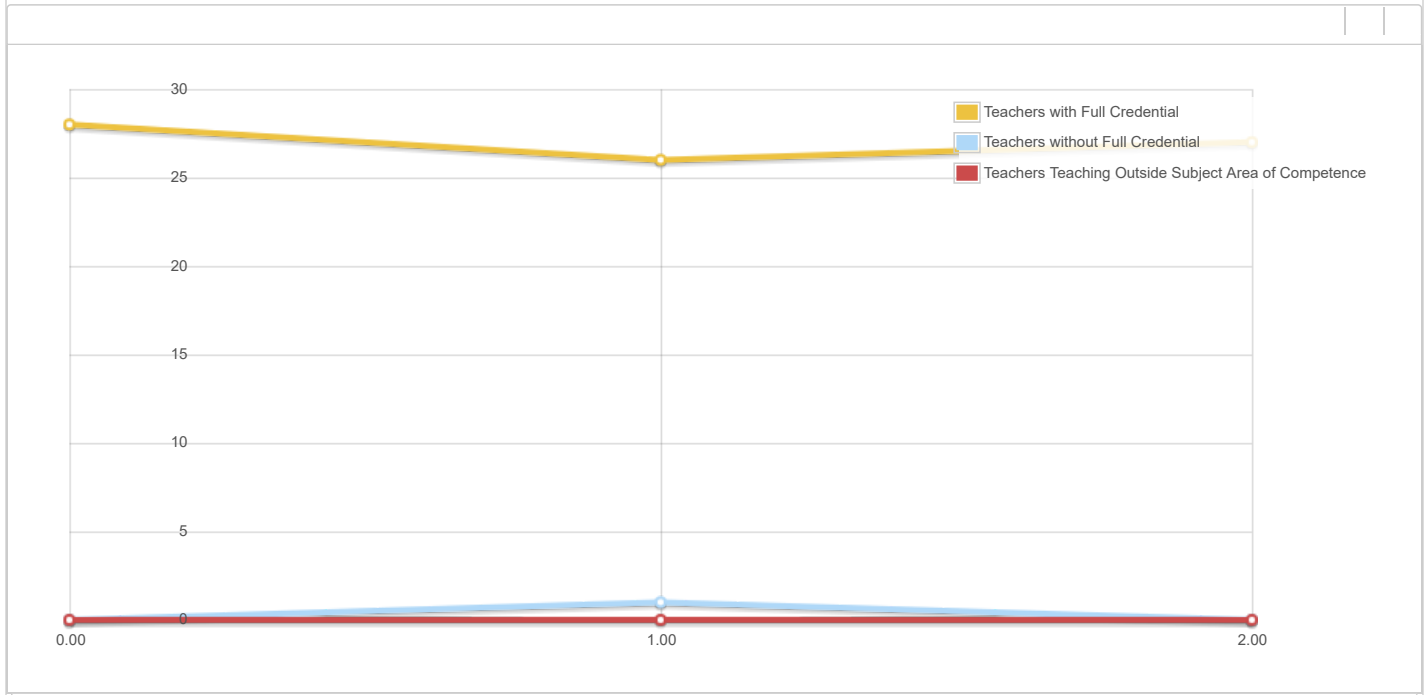
**State Priority: Basic**

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**

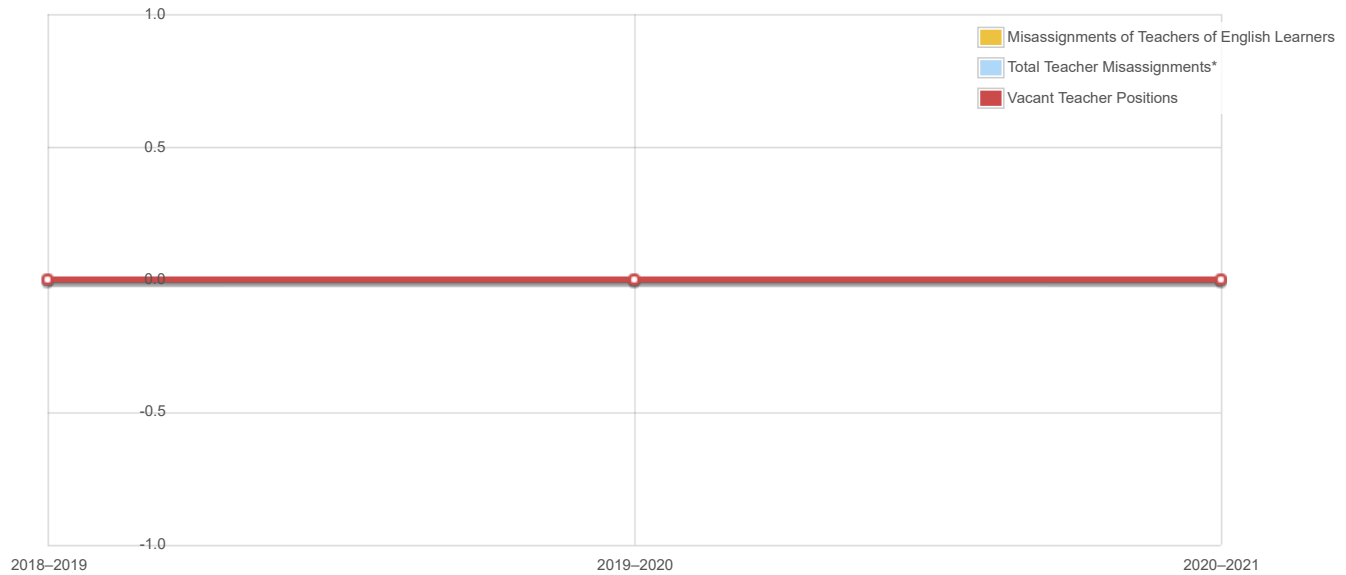
Teachers	School 2018–2019	School 2019–2020	School 2020–2021	District 2020–2021
With Full Credential	28	26	27	427
Without Full Credential	0	1	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	2



Last updated: 1/11/2021

**Teacher Misassignments and Vacant Teacher Positions**

Indicator	2018–2019	2019–2020	2020–2021
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	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.

Last updated: 1/11/2021

**Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020–2021)**

Year and month in which the data were collected: August 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K-2: Core Knowledge Lang. Arts (CKLA) Adopted 2015 3-8: Expeditionary Learning Adopted 2015	Yes	0.00 %
Mathematics	K-5: EngageNY Adopted 2015 6-8: College Prep Math (CPM) Adopted 2015	Yes	0.00 %
Science	K-5 Harcourt Science Adopted 2001 6-8 Prentice Hall Adopted 2007	No	0.00 %
History-Social Science	K-5 Studies Weekly Adopted 2019 6-8 Discovery Adopted 2019	Yes	0.00 %
Foreign Language			0.00 %
Health			0.00 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/11/2021

**School Facility Conditions and Planned Improvements**

The Santa Tersa site recieved a bonds project over the summer. All new roofs and HVAC units were installed. This site is in "Good condition" The FIT inspection shows no issues.

Last updated: 1/7/2021

**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: December 2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	No issues.
<b>Interior:</b> Interior Surfaces	Good	No issues.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	No issues.
<b>Electrical:</b> Electrical	Good	No issues.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	No issues.
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	No issues.
<b>Structural:</b> Structural Damage, Roofs	Good	No issues.
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Good	No issues.

**Overall Facility Rate**

Year and month of the most recent FIT report: December 2020

Overall Rating	Good
----------------	------

Last updated: 1/7/2021

**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, 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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); 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 ELA and Mathematics for All Students**

**Grades Three through Eight and Grade Eleven****Percentage of Students Meeting or Exceeding the State Standard**

<b>Subject</b>	<b>School 2018–2019</b>	<b>School 2019–2020</b>	<b>District 2018–2019</b>	<b>District 2019–2020</b>	<b>State 2018–2019</b>	<b>State 2019–2020</b>
English Language Arts / Literacy (grades 3-8 and 11)	68%	N/A	50%	N/A	50%	N/A
Mathematics (grades 3-8 and 11)	55%	N/A	42%	N/A	39%	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

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.

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

*Last updated: 1/11/2021*

**CAASPP Test Results in ELA by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019–2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

*Last updated: 1/11/2021*



**CAASPP Test Results in Mathematics by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019–2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waives the requirement for statewide testing for the 2019–2020 school year.

*Last updated: 1/11/2021*

**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 2018–2019	School 2019–2020	District 2018–2019	District 2019–2020	State 2018–2019	State 2019–2020
Science (grades 5, 8, and high school)	42	N/A	40	N/A	30	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018–2019 school year.

*Last updated: 1/11/2021*

**CAASPP Tests Results in Science by Student Group**  
**Grades Five, Eight and High School (School Year 2019–2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

*Last updated: 1/11/2021*

**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 2019–2020)**

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
-------------	--	--	---

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

*Last updated: 1/11/2021*

## 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 2020–2021)

During a “normal” school year, Santa Teresa parents contribute tirelessly in a myriad of ways. On any given day, one can observe numerous parent and community volunteer tutoring in classrooms, talking with teachers, or meeting to plan a particular mentoring lesson or fundraiser. At Home and School Association fundraisers, such as our Walk-athon, Book Fairs, Multicultural Event, and Harvest Festival, parents arrive as early as 6:30 a.m. and leave as late as 11:00 p.m. Our School Site Council, comprised of community and staff members, coordinates efforts with our Home and School Association in unified support of successful student learning. They co-fund such school expenditures as technology, classroom and up to date library books for independent reading and instructional monies for teachers. District Advisory Committee parent representatives attend district meetings, while other parents serve on the District English Language Acquisition Committee. Both serve as liaisons among staff, parents and community in reporting information at School Site Council and Home and School Association meetings and in our newsletters. Dedication of families and community members is shown by the thousands of hours of volunteer time donated yearly. Included in these “gifts of time” are parents who volunteer to chaperone on field trips, help in classrooms, help at home, work in the library, assist with computers and/or serve as speakers and tutors. Parent volunteers focus on literacy, as they participate in classroom literacy center and support teachers’ during Guided Reading and independent activities that are essential to the grade level’s focus.

Due to the COVID-19 pandemic, parent involvement has shifted to an online model, with families having access to School Site Council, Home and School Association, English Language Acquisition Committee, and parent teacher meetings via Google Meets. Furthermore, the Santa Teresa school site remains open for curriculum deployment, technical support, new registrations, and any other immediate support needed by the community. Parents have volunteered time to support a school-wide curriculum, t-shirt, and book deployment day and a safe Gobble-thon, with families greeting each other while walking the neighborhood on a fall Saturday. The community also receives regular and timely communication about offered support and key details regarding distance learning via Parent Square. The Santa Teresa Staff has ensured that every family is connected to Parent Square, as it is the main form of communication utilized by the community.

*Last updated: 1/11/2021*

## State Priority: Pupil Engagement

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

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

## 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

(data collected between July through June, each full school year respectively)

Rate	Suspensions	Expulsions
<b>School 2017–2018</b>	0.00%	0.00%
<b>School 2018–2019</b>	0.00%	0.00%
<b>District 2017–2018</b>	2.90%	0.00%
<b>District 2018–2019</b>	2.80%	0.00%
	3.50%	0.10%
	3.50%	0.10%

**State 2017–2018**  
**Suspensions and Expulsions for School Year 2019–2020 Only**  
 State (data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	Suspensions	Expulsions
<b>School 2019–2020</b>	0.30%	0.00%
<b>District 2019–2020</b>	1.20%	0.00%
	--	--

**State 2019–2020**

Note: The 2019–2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019–2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–2020 school year compared to prior years.

Last updated: 1/11/2021

**School Safety Plan (School Year 2020–2021)**

Providing a safe school is a high priority for Santa Teresa School. To this end, there are continuous improvement processes and collaborative efforts that provide comprehensive health education and a strong academic foundation within a safe and secure learning environment that ensures success for all students. Prevention education at Santa Teresa includes supplemental programs and policies including positive behavioral interventions and supports (PBIS), peer mediation, conflict resolution, positive discipline, refusal training for students and parents, drug, gangs, alcohol, substance abuse, bullying, harassment, graffiti, tobacco prevention education, developmental assets, and the Wellness Policy including physical education and nutritional education. 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. Our school has a community liaison that supports the regular attendance of our students. During the COVID-19 pandemic, the Santa Teresa staff is regularly contacting families and students that are struggling with engagement to offer support. In order to reduce the number of incidents of bullying and harassment among students and to ensure that students feel neither intimidated nor threatened by bullying or harassment, Santa Teresa has an ongoing program that specifically addresses issues of race, ethnicity, gender, sexual orientation, perceived sexual orientation, and perceptions which commonly surface in bullying/harassment incidences. We also have ongoing classroom instruction and use social settings inside and outside the classroom to focus on the life skills of empathy, anger management, and problem-solving. Each year staff is educated, trained, and practices the concepts of the National Emergency Management System which includes fire drills, earthquake evacuation, lockdown process, first aid procedures, communicable disease action plan, and emergency evacuation maps. We balance the school discipline plan with positive incentives, as well as appropriate alternative consequence plans. Schoolwide rules are posted in each classroom. Positive incentives are offered for positive behavior/attitude, good attendance, positive wellness, and practices, academics. Alternatives reviewed as options to positive discipline include campus clean-up, campus projects, incentives, community services, behavior plans/contracts, site or off-site group or individual counseling, and/or alternative placements. We strive to improve the system of publications to students, staff, and community which will include or focus on student awards/recognition, rewards, school activities, achievements, acknowledgments, and announcements. Our Panther Pride Assemblies, Paw of Achievement Awards, and Panther Stars have continued during the pandemic, with virtual assemblies and delivering awards via the USPS. The 2020-21 Safe School Plan includes goals to establish systems and protocols to maintain the safety of all students and staff as we reopen schools during the COVID pandemic as well as updating the Santa Teresa ARCC to ensure adequate necessary supplies in the event of an emergency. The 2020-21 Safe School Plan was approved by Santa Teresa’s School Site Council on January 7, 2021.

Last updated: 1/11/2021

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 (2017–2018)**

Grade Level	K	1	2	3	4	5	6	Other**
Average Class Size	27.00	25.00	24.00	25.00	32.00	32.00	27.00	10.00
Number of Classes * 1-20	4	3	4	3	3	2	1	2
Number of Classes * 21-32							3	

Number of Classes \* 33+ \* 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 (2018–2019)**

Grade Level	K	1	2	3	4	5	6	Other**
Average Class Size	18.00	24.00	23.00	24.00	24.00	33.00	26.00	
Number of Classes * 1-20	2	3	4	4	1	1	1	
Number of Classes * 21-32	3				2	2	3	

Number of Classes \* 33+ \* 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 (2019–2020)**

Grade Level	K	1	2	3	4	5	6	Other**
Average Class Size	24.00	35.00	24.00	23.00	31.00	33.00	32.00	18.00
Number of Classes * 1-20	4	1	3	3	3		2	3
Number of Classes * 21-32		1						3

Number of Classes \* 33+

\* 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.

Last updated: 1/11/2021

**Ratio of Pupils to Academic Counselor (School Year 2019–2020)**

Title	Ratio
Pupils to Academic Counselor*	0.0

\*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.

Last updated: 1/11/2021

**Student Support Services Staff (School Year 2019–2020)**

	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.10

## Number of FTE\* Assigned to School

Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.00
Resource Specialist (non-teaching)	
Other	

\*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.

Last updated: 1/11/2021

## Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018–2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$12243.00	\$4631.00	\$7612.00	\$82493.00
District	N/A	N/A	\$8430.00	\$85351.00
Percent Difference – School Site and District	N/A	N/A	-6.90%	-2.20%
State	N/A	N/A	\$7750.12	\$84183.00
Percent Difference – School Site and State	N/A	N/A	-1.20%	-1.30%

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

Last updated: 1/11/2021

## Types of Services Funded (Fiscal Year 2019–2020)

Programs funded by categorical or "extra student" funds include:

1. Online Orton Gillingham reading intervention program for targeted early readers (1st-3rd)
2. Online reading and writing intervention program for targeted students (K-3rd)
3. Online 1:1 tutoring program for students in 4th-6th grade
4. Online counseling services for students with social/emotional or academic needs.
5. Instructional supplies and technology to support distance learning
6. Supplemental online learning tools (Brainpop, etc.)

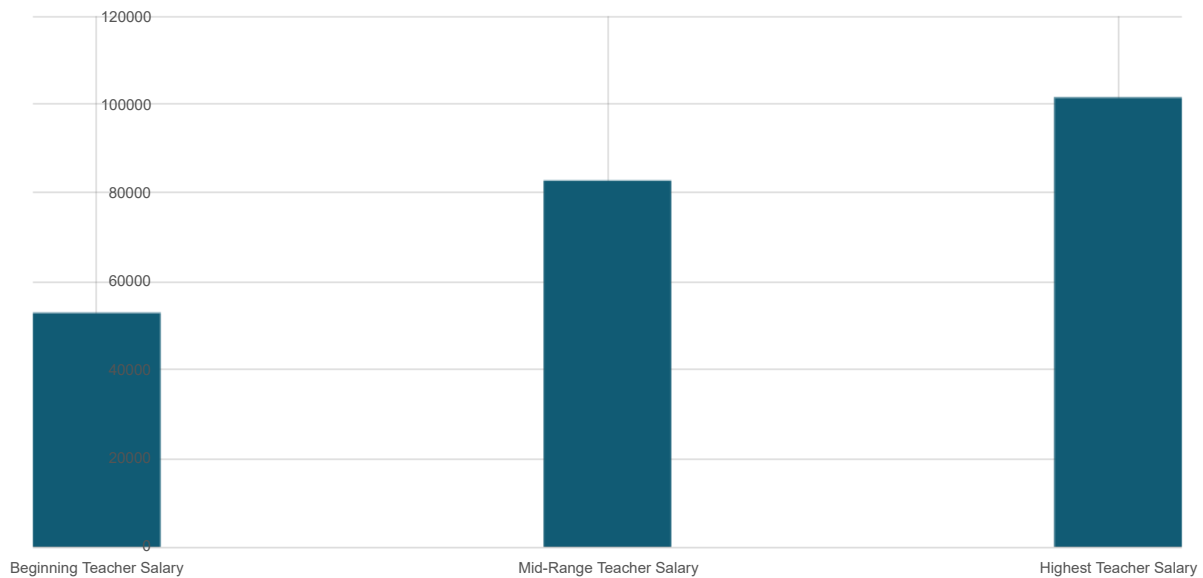
Last updated: 1/11/2021

**Teacher and Administrative Salaries (Fiscal Year 2018–2019)**

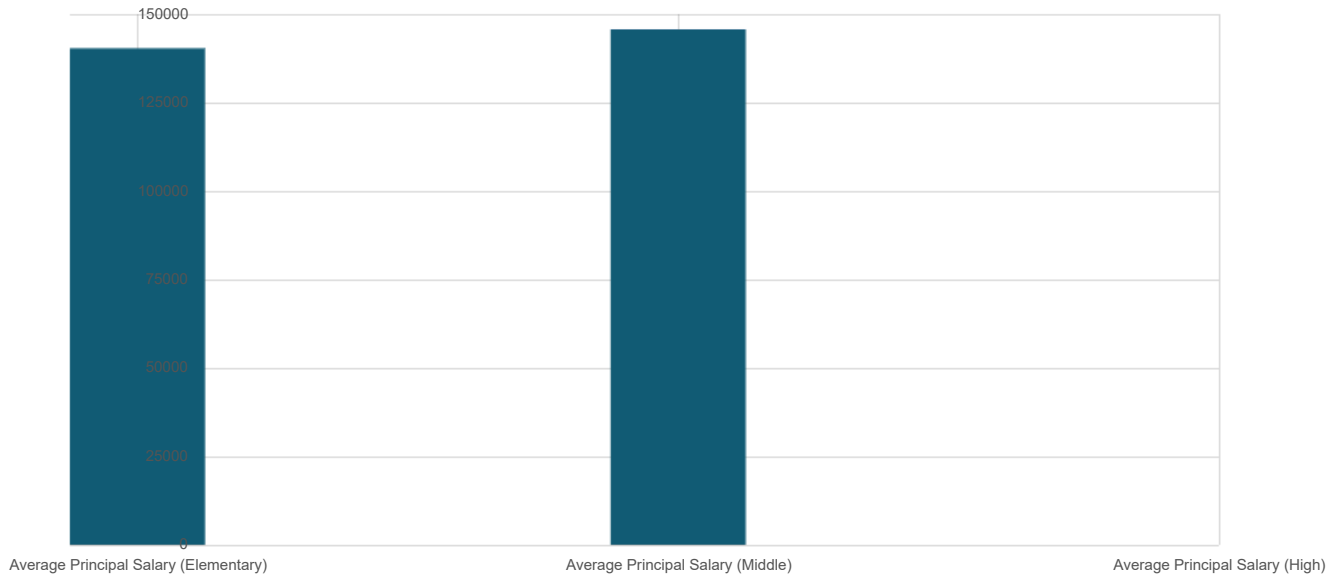
Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$52,915	\$51,004
Mid-Range Teacher Salary	\$82,818	\$82,919
Highest Teacher Salary	\$101,605	\$104,604
Average Principal Salary (Elementary)	\$140,343	\$131,277
Average Principal Salary (Middle)	\$145,697	\$136,163
Average Principal Salary (High)	\$	\$128,660
Superintendent Salary	\$283,851	\$230,860
Percent of Budget for Teacher Salaries	34.00%	35.00%
Percent of Budget for Administrative Salaries	5.00%	5.00%

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

**Teacher Salary Chart**



**Principal Salary Chart**



Last updated: 1/11/2021

**Professional Development**

Measure	2018–2019	2019–2020	2020–2021
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

Questions: SARC TEAM | [sarc@cde.ca.gov](mailto:sarc@cde.ca.gov) | 916-319-0406

California Department of Education  
 1430 N Street  
 Sacramento, CA 95814