



[SARC Home](#) » Christopher 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.

#### Ms. Marie Mabanag, Principal

- Principal, Christopher Elementary

#### About Our School

##### Contact

Christopher Elementary  
565 Coyote Rd.  
San Jose, CA 95111-2599

Phone: 408-227-8550

Email: [mmabanag@ogsd.net](mailto:mmabanag@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>	Christopher Elementary
<b>Street</b>	565 Coyote Rd.
<b>City, State, Zip</b>	San Jose, Ca, 95111-2599
<b>Phone Number</b>	408-227-8550
<b>Principal</b>	Ms. Marie Mabanag, Principal
<b>Email Address</b>	<a href="mailto:mmabanag@ogsd.net">mmabanag@ogsd.net</a>
<b>Website</b>	<a href="http://www.christopher.ogsd.net">www.christopher.ogsd.net</a>
<b>County-District-School (CDS) Code</b>	43696256048102

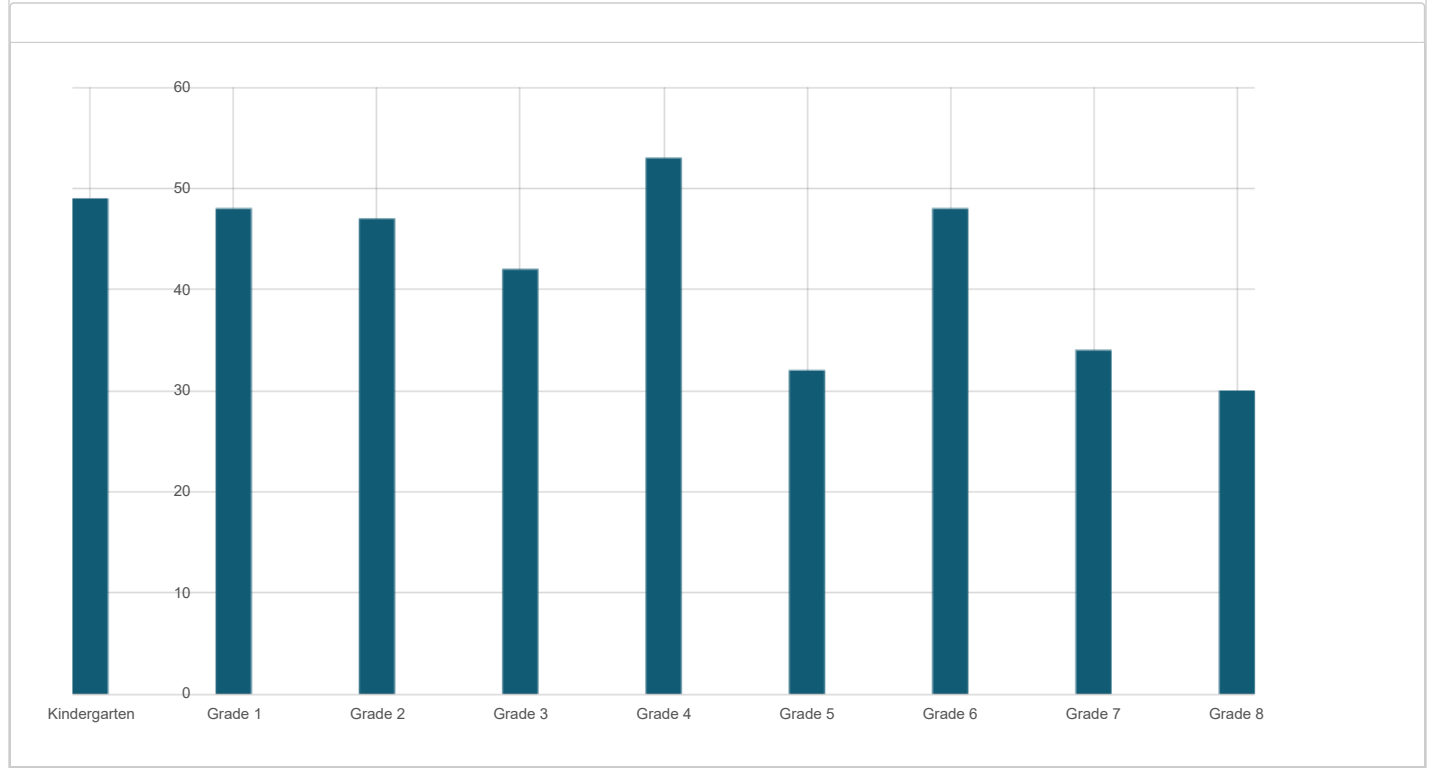
*Last updated: 1/8/2021*

### School Description and Mission Statement (School Year 2020–2021)

At Christopher School, we believe that all students will achieve at high levels when instruction meets their needs. We see the importance of developing students' sense of identity, building a strong academic program, developing leadership skills and providing mentorship to our students. This plan is our roadmap for building and sustaining a strong and effective instructional core program in every classroom. It is our articulation of the vision and our collective collaboration between the school, home and community that we can work together towards student success. We must provide effective teaching, capable instructional leadership and build strong relationships for all students to meet state standards in English Language Arts, Mathematics, Science, and Social Studies. We recognize that our work is ongoing and we will continue to strive for excellence. We will elevate the effectiveness of our teaching practices, leadership practices, and organizational practices. It is the reason that we are here...for the success of students.

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

Grade Level	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Total Enrollment
Number of Students	49	48	47	42	53	32	48	34	30	383



**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
Percent of Total Enrollment	1.00 %	0.50 %	6.50 %	2.30 %	82.80 %	1.30 %

Student Group (Other)	Socioeconomically Disadvantaged	English Learners	Students with Disabilities	Foster Youth	Homeless
Percent of Total Enrollment	71.00 %	43.10 %	7.80 %	1.00 %	2.60 %

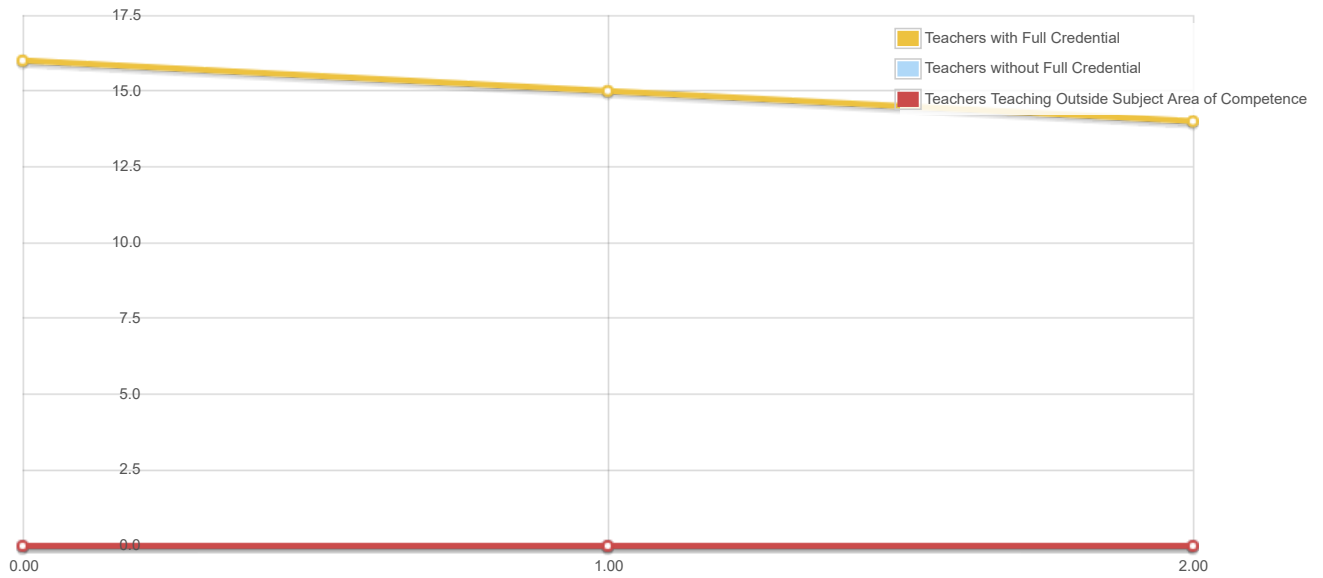
**State Priority: Basic**

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**

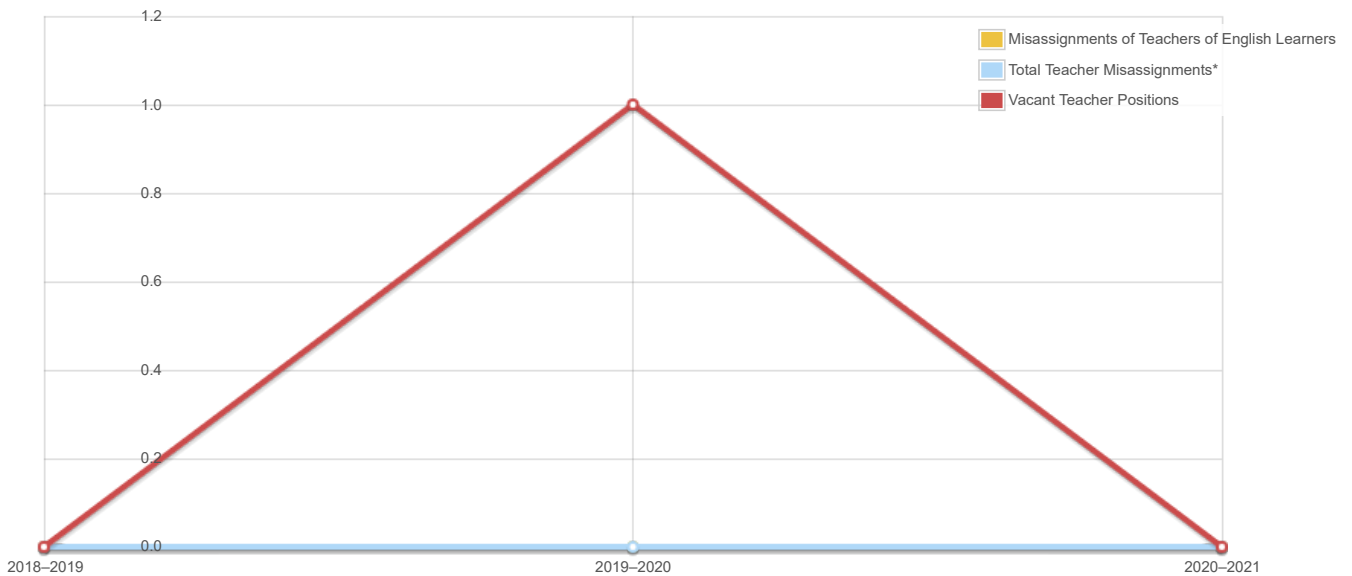
Teachers	School 2018–2019	School 2019–2020	School 2020–2021	District 2020–2021
With Full Credential	16	15	14	427
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	2



Last updated: 1/8/2021

**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	1	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: 1/8/2021

**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 TK-4 Dual Language: Benchmark Adelante	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: 1/8/2021*

**School Facility Conditions and Planned Improvements**

The FIT inspection was completed and we found a few lighting issues. Work orders were created for the repairs to be made. The overall condition of the site is "Good"

*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
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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	Fair	Found a few lights in need of repair. Work orders were created.
<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
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*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**

Subject	School 2018–2019	School 2019–2020	District 2018–2019	District 2019–2020	State 2018–2019	State 2019–2020
English Language Arts / Literacy (grades 3-8 and 11)	40%	N/A	50%	N/A	50%	N/A
Mathematics (grades 3-8 and 11)	36%	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: 1/8/2021*

**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: 1/8/2021*

**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: 1/8/2021*



**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)		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.

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

*Last updated: 1/8/2021*

**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: 1/8/2021*

**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
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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: 1/8/2021*

### 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)

Christopher School solicits parent engagement by creating a Parent Lighthouse Team, having monthly Conversations with Principal meetings, providing student presentation opportunities for parents to see their children learning and by providing more inclusive school wide activities. We want parents to feel safe and welcomed on campus, in classrooms, at events, and field trips. In addition, we will provide parent classes as needed. Distance Learning has shown the need to keep parents engaged and informed about what is happening at Christopher School. Christopher School will work on connecting all stakeholders through virtual formats as well as other social distance mandated protocols to keep the community connected and engaged in it's school programs.

*Last updated: 1/8/2021*

### 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
School 2017–2018	1.19%	0.00%
School 2018–2019	1.00%	0.00%
District 2017–2018	2.90%	0.00%
District 2018–2019	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)  
 2018–2019

Rate	Suspensions	Expulsions
School 2019–2020	0.00%	0.00%
District 2019–2020	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: 1/8/2021*

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

School Site Council met in January 2021 where the School Safety Plan was reviewed and adjusted. It was decided that the current goals of bullying and school wide disaster plan would continue to be goals in the new plan, but we will add Cyber Bullying as a response to Distance Learning. In addition to Cyber Bullying we will add another goal around being COVID Safe. This goal would be center in teaching students, staff and family on the safety protocols in place on site for COVID and the PPE necessary in order for everyone to feel safe.

*Last updated: 1/8/2021*

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	25.00	23.00	26.00	22.00	31.00	27.00	33.00	
Number of Classes * 1-20		1		1				
	2		1		1	2		
Number of Classes * 21-32		1		1			2	
					1			

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	25.00	22.00	25.00	25.00	19.00	34.00	33.00	23.00
Number of Classes * 1-20					1			
	2	1	2	2			1	1
Number of Classes * 21-32						1		
							1	

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	25.00	24.00	24.00	21.00	31.00		34.00	34.00
Number of Classes * 1-20				1				
	2	2	2		1			
Number of Classes * 21-32				1			1	2

**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: 1/8/2021*

**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: 1/8/2021*

**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	0.40
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.40
Resource Specialist (non-teaching)	
Other	1.30

\*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: 1/8/2021*

**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	\$13081.00	\$4323.00	\$8758.00	\$88395.00
District	N/A	N/A	\$8430.00	\$85351.00
Percent Difference – School Site and District	N/A	N/A	2.50%	3.60%
State	N/A	N/A	\$7750.12	\$84183.00
Percent Difference – School Site and State	N/A	N/A	7.90%	4.50%

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

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

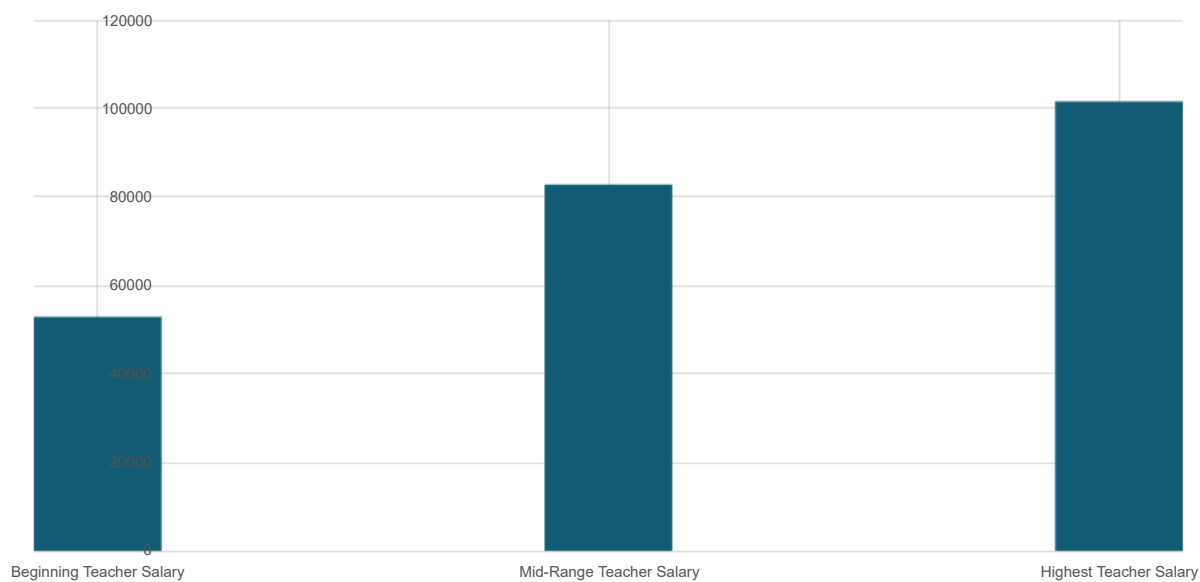
We work closely with stakeholders throughout the district and analyze student performance data on an ongoing basis. We have determined that specific supports and services are necessary in order to give our students the full support to be successful for this current school year. 1) Specific programs like, Iready, Nearpod and Reading A-Z to support academics in the classroom. 2) Literacy coach to provide PD and support to students. 3) Leader in Me program to continue the development of leadership skills and building community. 4) Socio-Emotional programs like Care Solace, Community Solutions and In School counseling to support staff and students through this pandemic.

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

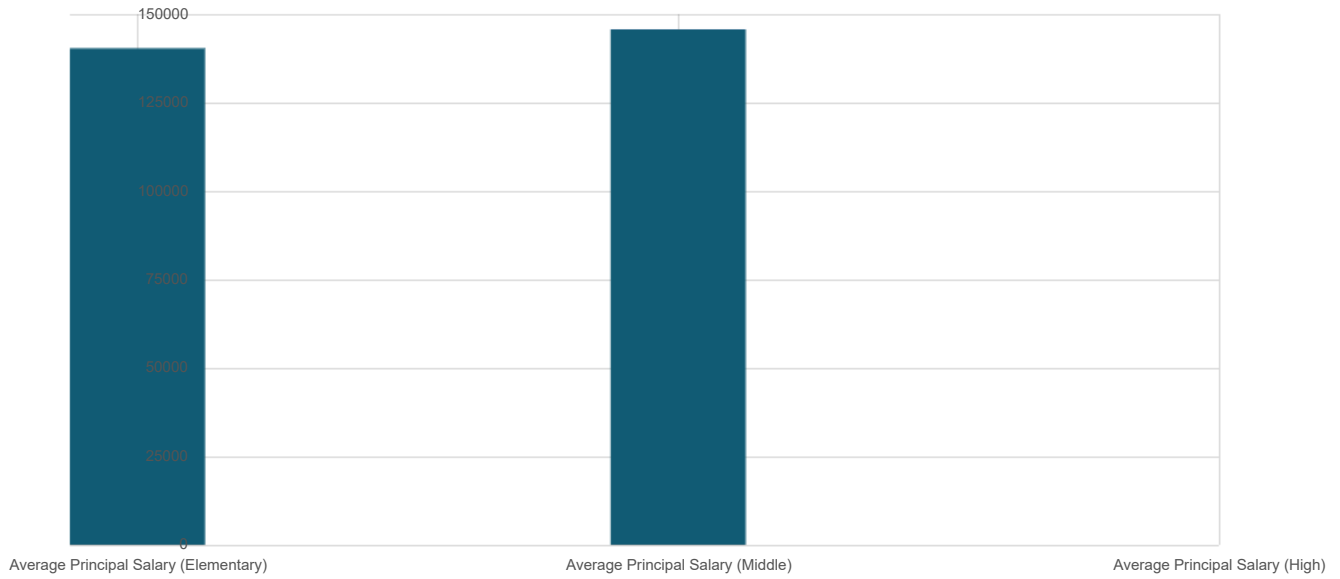
Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$52,915	\$51,004
Mid-Range Teacher Salary	\$82,818	\$82,919
Highest Teacher Salary	\$101,605	\$104,604
Average Principal Salary (Elementary)	\$140,343	\$131,277
Average Principal Salary (Middle)	\$145,697	\$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: 1/8/2021

**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

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