

**Santa Teresa Elementary**  
**2021–22 School Accountability Report Card**  
**Reported Using Data from the 2021–22 School**  
**Year**  
**California Department of Education**

**Address:** 6200 Encinal Dr.  
San Jose, CA , 95119-  
1514

**Principal:** Mark Lepori

**Phone:** (408)227-3303

**Grade**  
**Span:**

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 and access to prior year reports, 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.

## **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.

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# About This School

## Mark Lepori

📍 Principal, Santa Teresa Elementary

## About Our School

## Contact

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

Phone: [\(408\)227-3303](tel:(408)227-3303)

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

## Contact Information (School Year 2022–23)

### District Contact Information (School Year 2022–23)

<b>District Name</b>	Oak Grove Elementary
<b>Phone Number</b>	(408)227-8300
<b>Superintendent</b>	Manzo, José
<b>Email Address</b>	<a href="mailto:jmanzo@ogsd.net">jmanzo@ogsd.net</a>
<b>Website</b>	<a href="https://santateresa.ogsd.net">https://santateresa.ogsd.net</a>

### School Contact Information (School Year 2022–23)

<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
<b>Email Address</b>	<a href="mailto:mlepori@ogsd.net">mlepori@ogsd.net</a>
<b>Website</b>	<a href="https://santateresa.ogsd.net">https://santateresa.ogsd.net</a>
<b>County-District-School (CDS) Code</b>	43696256067243

*Last updated: 1/25/23*

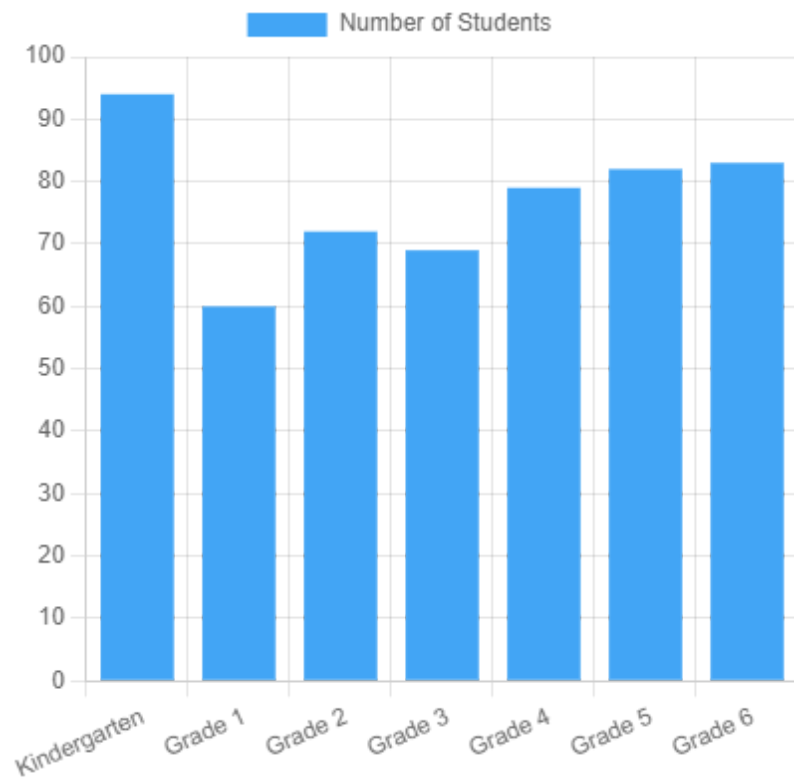
## School Description and Mission Statement (School Year 2022–23)

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. We are proud of our students and staff for all of their hard work, growth, and success.

*Last updated: 1/25/23*

## Student Enrollment by Grade Level (School Year 2021–22)

Grade Level	Number of Students
Kindergarten	94
Grade 1	60
Grade 2	72
Grade 3	69
Grade 4	79
Grade 5	82
Grade 6	83
Total Enrollment	539



Minimum students was not met in the provided examples. Future development will include messages on the table to explain what the minimums are to display data.

*Last updated: 1/25/23*

## Student Enrollment by Student Group (School Year 2021–22)

Student Group	Percent of Total Enrollment
Female	49.50%
Male	50.50%
Non-Binary	0.00%
American Indian or Alaska Native	0.90%
Asian	33.80%
Black or African American	1.70%
Filipino	4.80%
Hispanic or Latino	33.60%

Student Group (Other)	Percent of Total Enrollment
English Learners	14.10%
Foster Youth	0.00%
Homeless	0.20%
Migrant	0.20%
Socioeconomically Disadvantaged	14.80%
Students with Disabilities	9.10%

<b>Student Group</b>	<b>Percent of Total Enrollment</b>
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	6.70%
White	17.40%

# 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 Preparation and Placement (School Year 2020–21)

<b>Authorization/Assignment</b>	<b>School Number</b>	<b>School Percent</b>	<b>District Number</b>	<b>District Percent</b>	<b>State Number</b>	<b>State Percent</b>
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	21.90	87.97	385.40	91.56	228366.10	83.12
Intern Credential Holders Properly Assigned	1.00	4.01	8.30	1.98	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	1.60	0.39	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	3.10	0.74	12115.80	4.41
Unknown	2.00	8.02	22.40	5.32	18854.30	6.86
<b>Total Teaching Positions</b>	<b>24.90</b>	<b>100.00</b>	<b>420.90</b>	<b>100.00</b>	<b>274759.10</b>	<b>100.00</b>

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

*Last updated: 2/1/23*

## Teacher Preparation and Placement (School Year 2021–22)

<b>Authorization/Assignment</b>	<b>School Number</b>	<b>School Percent</b>	<b>District Number</b>	<b>District Percent</b>	<b>State Number</b>	<b>State Percent</b>
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

*Last updated: 2/1/23*

### **Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)**

<b>Authorization/Assignment</b>	<b>2020-21 Number</b>	<b>2021-22 Number</b>
Permits and Waivers	0.00	
Misassignments	0.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	0.00	

*Last updated: 1/11/23*



## Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020–21 Number	2021–22 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	0.00	

*Last updated: 1/11/23*

## Class Assignments

Indicator	2020– 21 Percent	2021– 22 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	3.70	

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

*Last updated: 1/11/23*

## Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2022–23)

Year and month in which the data were collected: August 2022

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%
Mathematics	6-8: College Prep Math (CPM) Adopted 2015  K-5: EngageNY Adopted 2015, not SBE adopted, local board approved  Our district went through a math pilot process in 2016 but was not able to reach a consensus decision to bring a recommendation to our governing board. Fiscal impacts to declining enrollment also impacted the district's decision to reach a consensus decision. Further, the effects of the COVID pandemic paused our ability to begin a new pilot/adoption process. However, there is objective evidence that EngageNY curricula are aligned with CCSS. In 2015, EdReports reviewed 26 well-known K–8 mathematics textbooks for their alignment with CCSS and found Eureka Math (which is a commercial variant of the free and open version featured within EngageNY) to be well-aligned with CCSS for the grade levels	Yes	0%

<b>Subject</b>	<b>Textbooks and Other Instructional Materials/year of Adoption</b>	<b>From Most Recent Adoption?</b>	<b>Percent Students Lacking Own Assigned Copy</b>
and CCSS-related areas for which they were reviewed.			
Science	K-5 Harcourt Science Adopted 2001 6-8 Prentice Hall Adopted 2007	No	0%
History-Social Science	K-5 Studies Weekly Adopted 2019 6-8 Discovery Adopted 2019	Yes	0%
Foreign Language	N/A		0%
Health	N/A		0%
Visual and Performing Arts	N/A		0%
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0%

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

*Last updated: 1/31/23*

## School Facility Conditions and Planned Improvements

Santa Teresa Elementary is comprised of a large main building with attached classroom wings. The site also has several classroom portable buildings.

Santa Teresa Elementary received an extensive site work improvements along with new roof, HVAC, and fire alarm system. In the Summer '22, the site received all new interior carpet for the classroom. The site was found to be in Good condition with Good in most of the categories. Work orders have been generated to address minor issues with interior finishes and issues found within the restrooms. The District looks forward to additional modernization with the help of the recent passing of Bond Measure P.

*Last updated: 2/1/23*

## 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: January 2023

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Fair	Work order submitted to address minor issues found in the portables.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Fair	Work orders have been generated to address minor leaks within the bathrooms.
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	

System Inspected	Repair Needed and Action Taken or Planned
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Good

### Overall Facility Rate

Year and month of the most recent FIT report: January 2023

Overall Rating	Good
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*Last updated: 2/1/23*

## 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] System 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
  2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
  3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- **College and Career Ready:** 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 taking and completing a state-administered assessment

##### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2020– 21	School 2021– 22	District 2020– 21	District 2021– 22	State 2020– 21	State 2021– 22
English Language Arts / Literacy (grades 3-8 and 11)	N/A	66%	N/A	50%	N/A	47%
Mathematics (grades 3-8 and 11)	N/A	58%	N/A	41%	N/A	33%

Note: Where it was the most viable option, in 2020–21, LEAs were required to administer the statewide summative assessment in ELA and mathematics and where a statewide summative assessment was not the most viable option for the LEA, LEAs were permitted report results from a different assessment that meets the criteria established by the California State Board of Education on March 16, 2021. The 2020–

21 data cells for the school, district, state have N/A values because these data are not comparable to 2021–22 data.

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: 1/25/23*

**CAASPP Test Results in ELA by Student Group for students taking and completing a state-administered assessment  
Grades Three through Eight and Grade Eleven  
(School Year 2021–22)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	310	305	98.39	1.61	66.23
Female	156	154	98.72	1.28	68.83
Male	154	151	98.05	1.95	63.58
American Indian or Alaska Native	--	--	--	--	--
Asian	104	103	99.04	0.96	88.35
Black or African American	--	--	--	--	--
Filipino	16	16	100.00	0.00	68.75
Hispanic or Latino	105	104	99.05	0.95	44.23
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	20	20	100.00	0.00	65.00
White	57	55	96.49	3.51	69.09
English Learners	34	34	100.00	0.00	23.53
Foster Youth	0	0	0	0	0
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	49	47	95.92	4.08	46.81
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	35	33	94.29	5.71	9.09

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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

*Last updated: 1/25/23*

**CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment  
Grades Three through Eight and Grade Eleven  
(School Year 2021–22)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	310	305	98.39	1.61	58.36
Female	156	154	98.72	1.28	55.19
Male	154	151	98.05	1.95	61.59
American Indian or Alaska Native	--	--	--	--	--
Asian	104	103	99.04	0.96	84.47
Black or African American	--	--	--	--	--
Filipino	16	16	100.00	0.00	56.25
Hispanic or Latino	105	103	98.10	1.90	29.13
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	20	20	100.00	0.00	55.00
White	57	56	98.25	1.75	69.64
English Learners	34	34	100.00	0.00	20.59
Foster Youth	0	0	0	0	0
Homeless				--	
Military	0	0	0	0	0
Socioeconomically Disadvantaged	49	47	95.92	4.08	27.66
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	35	32	91.43	8.57	12.50

Note: 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.

Note: 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.

*Last updated: 1/25/23*

**CAASPP Test Results in Science for All Students**  
**Grades Five, Eight and High School**  
**Percentage of Students Meeting or Exceeding the State Standard**

<b>Subject</b>	<b>School 2020– 21</b>	<b>School 2021– 22</b>	<b>District 2020– 21</b>	<b>District 2021– 22</b>	<b>State 2020– 21</b>	<b>State 2021– 22</b>
Science (grades 5, 8, and high school)	NT	47.37	NT	36.27	28.72	29.47

Note: Science test results include the CAST 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 CAST 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.

Note: For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

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.

*Last updated: 1/25/23*

**CAASPP Test Results in Science by Student Group  
Grades Five, Eight and High School (School Year 2021–22)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	78	76	97.44	2.56	47.37
Female	42	41	97.62	2.38	48.78
Male	36	35	97.22	2.78	45.71
American Indian or Alaska Native	--	--	--	--	--
Asian	25	24	96.00	4.00	75.00
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	24	24	100.00	0.00	16.67
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	19	18	94.74	5.26	55.56
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	12	11	91.67	8.33	36.36
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

Note: 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.

## 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 2021–22)

#### Percentage of Students Participating in each of the five Fitness Components

For the SARC reporting year (2021–22), the percentage of students participating in each of the five Fitness Components is reported below.

The formula for the participation rate (percent) of students meeting each of the five FITNESSGRAM Components, by grade is:

(The number of students who participated in the FITNESSGRAM Component)  
 – divided by –  
 (The total number of students enrolled at time of testing)

Grade	Component 1:	Component 2:	Component 3:	Component 4:	Component 5:
	Aerobic Capacity	Abdominal Strength and Endurance	Trunk Extensor Strength and Flexibility	Upper Body Strength and Endurance	Flexibility
5	100%	93%	93%	82%	74%
7					
9					

Note: Due to changes to the 2021–22 PFT administration, only participation results are required for these five fitness areas.

Note: Percentages are not calculated and double dashes (--) appear in the table 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.

*Last updated: 1/29/23*

## 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 regarding the school district and at each school site

#### Opportunities for Parental Involvement (School Year 2022–23)

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 volunteers 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-a-thon, 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 school expenditures such as technology, classroom and up to date library books for independent reading, instructional monies for teachers, and online learning programs for students. 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 student learning.

## **State Priority: Pupil Engagement**

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

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



**Chronic Absenteeism by Student Group  
(School Year 2021–22)**

<b>Student Group</b>	<b>Cumulative Enrollment</b>	<b>Chronic Absenteeism Eligible Enrollment</b>	<b>Chronic Absenteeism Count</b>	<b>Chronic Absenteeism Rate</b>
All Students	576	569	96	16.9
Female	283	280	43	15.4
Male	293	289	53	18.3
American Indian or Alaska Native	5	5	1	20.0
Asian	194	192	17	8.9
Black or African American	11	11	0	0.0
Filipino	26	26	1	3.8
Hispanic or Latino	192	190	61	32.1
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	37	37	6	16.2
White	109	106	8	7.5
English Learners	85	84	22	26.2
Foster Youth	2	2	1	50.0
Homeless	1	1	0	0.0
Socioeconomically Disadvantaged	100	99	40	40.4
Students Receiving Migrant Education Services	1	1	0	0.0
Students with Disabilities	61	61	20	32.8

*Last updated: 1/25/23*

## 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 for School Year 2019–20 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019–20	District 2019–20	State 2019–20
Suspensions	0.31%	0.84%	2.45%
Expulsions	0.00%	0.00%	0.05%

Note: The 2019–20 suspensions and expulsions rate data are not comparable to other year data because the 2019–20 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 2019–20 school year compared to other school years.

### Suspensions and Expulsions

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

Rate	School 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
Suspensions	0.00%	0.17%	0.02%	2.08%	0.20%	3.17%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.07%

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

*Last updated: 1/25/23*

**Suspensions and Expulsions by Student Group  
(School Year 2021–22)**

<b>Student Group</b>	<b>Suspensions Rate</b>	<b>Expulsions Rate</b>
All Students	0.17	0.00
Female	0.00	0.00
Male	0.34	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.52	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

*Last updated: 1/25/23*

**School Safety Plan (School Year 2022–23)**

Providing a safe school is the number one priority for Santa Teresa Elementary 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. 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. 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 provide ongoing recognition of 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 been provided through monthly character building virtual assemblies. The 2022-23 Safe School Plan includes goals to establish and promote safe driving and walking routes to and from school, as well as updating the Santa Teresa ARCC to ensure adequate necessary supplies in the event of an emergency. The 2022-23 Safe School Plan was approved on December 13, 2022.

*Last updated: 1/25/23*

## 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.

### Average Class Size and Class Size Distribution (Elementary) School Year 2019–20

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	24.00		4	
1	35.00		1	1
2	24.00		3	
3	23.00		3	
4	31.00		3	
5	33.00			
6	32.00		2	
Other**	18.00	3	3	

\* 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 2020–21

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	21.00	1	2	
1	30.00		2	1
2	25.00		2	
3	25.00		3	
4	31.00		2	
5	30.00		2	
6	31.00		2	
Other**	18.00	3	4	

\* 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 2021–22**

<b>Grade Level</b>	<b>Average Class Size</b>	<b>Number of Classes* 1-20</b>	<b>Number of Classes* 21-32</b>	<b>Number of Classes* 33+</b>
K	19.00	2	3	
1	24.00		2	
2	22.00		2	
3	23.00		2	
4	32.00		1	
5	32.00		2	
6	32.00		2	
Other**	24.00	2	3	1

\* 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.

**Ratio of Pupils to Academic Counselor (School Year 2021–22)**

<b>Title</b>	<b>Ratio</b>
Pupils to Academic Counselor*	.00

\* 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: 1/25/23*

**Student Support Services Staff (School Year 2021–22)**

<b>Title</b>	<b>Number of FTE* Assigned to School</b>
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.50
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.00
Resource Specialist (non-teaching)	
Other	0.00

\* 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: 1/25/23*

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2020–21)**

<b>Level</b>	<b>Total Expenditures Per Pupil</b>	<b>Expenditures Per Pupil (Restricted)</b>	<b>Expenditures Per Pupil (Unrestricted)</b>	<b>Average Teacher Salary</b>
School Site	\$11179.00	\$4356.00	\$6823.00	\$82904.00
District	N/A	N/A	\$7501.00	\$86461.00
Percent Difference – School Site and District	N/A	N/A	-6.41%	-2.82%
State	N/A	N/A	\$6593.62	\$87271.00

<b>Level</b>	<b>Total Expenditures Per Pupil</b>	<b>Expenditures Per Pupil (Restricted)</b>	<b>Expenditures Per Pupil (Unrestricted)</b>	<b>Average Teacher Salary</b>
Percent Difference – School Site and State	N/A	N/A	2.27%	-3.45%

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

*Last updated: 2/1/23*



## Types of Services Funded (Fiscal Year 2021–22)

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

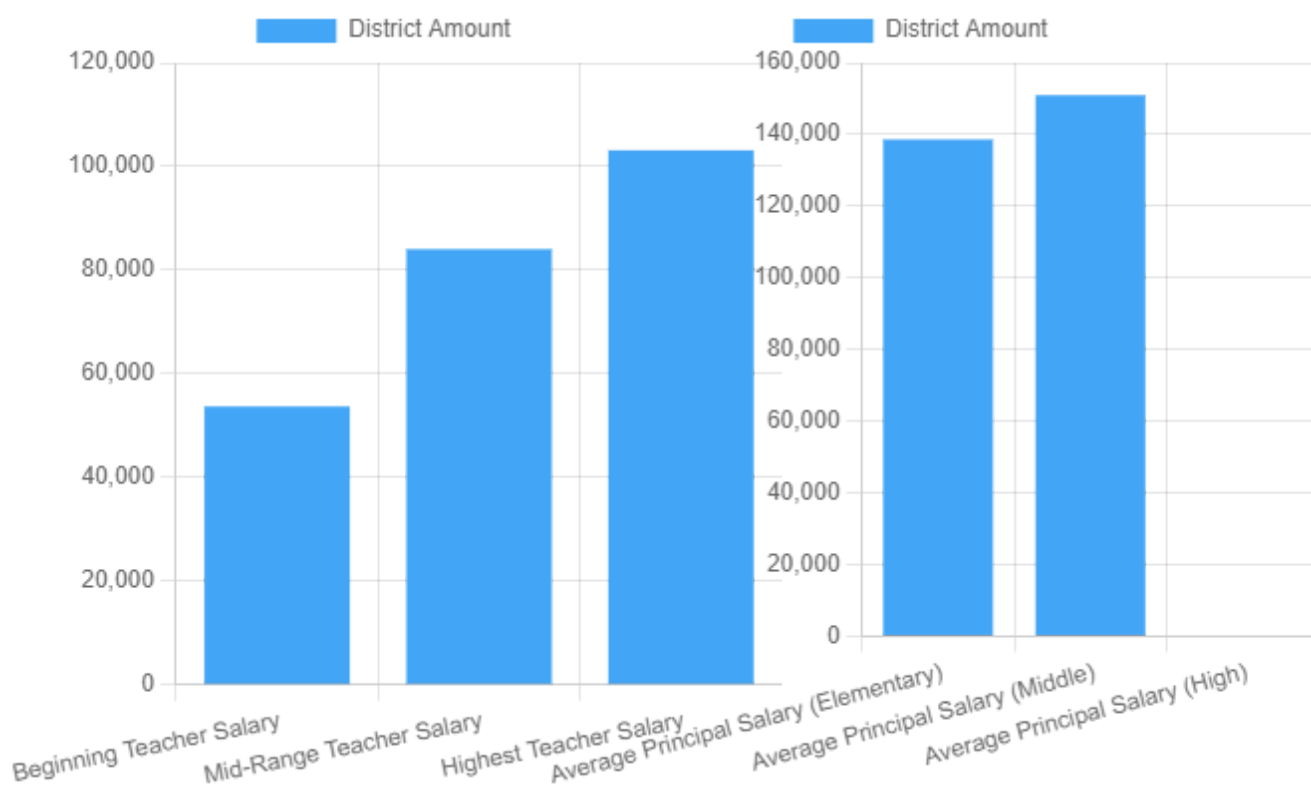
1. Orton Gillingham reading intervention program for targeted early readers (K-3rd)
2. Reading and writing intervention program for targeted students (K-3rd)
3. Counseling services for students with social/emotional or academic needs.
4. Instructional supplies and technology to support learning
5. Supplemental online learning tools (Brainpop, etc.)

*Last updated: 1/25/23*

## Teacher and Administrative Salaries (Fiscal Year 2020–21)

<b>Category</b>	<b>District Amount</b>	<b>State Average For Districts In Same Category</b>
Beginning Teacher Salary	\$53709.00	\$52640.75
Mid-Range Teacher Salary	\$84060.00	\$83981.39
Highest Teacher Salary	\$103129.00	\$107521.97
Average Principal Salary (Elementary)	\$138613.00	\$136246.56
Average Principal Salary (Middle)	\$150958.00	\$142247.57
Average Principal Salary (High)	\$0.00	\$139199.00
Superintendent Salary	\$298043.00	\$242165.89
Percent of Budget for Teacher Salaries	35.24%	34.07%
Percent of Budget for Administrative Salaries	5.13%	5.47%

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



Last updated: 1/25/23

## Advanced Placement (AP) Courses (School Year 2021–22)

### Percent of Students in AP Courses

Subject	Number of AP Courses Offered*
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered*	0.00%

\* Where there are student course enrollments of at least one student.

*Last updated: 1/25/23*

### Professional Development

Measure	2020– 21	2021– 22	2022– 23
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

*Last updated: 1/25/23*

