Santa Teresa Elementary
2022–23 School Accountability Report Card
Reported Using Data from the 2022–23 School Year
California Department of Education

Address:	6200 Encinal Dr. San Jose, CA , 95119-1514	**Principal:**	Mr. Mark Lepori, Principal
Phone:	(408) 227-3303	**Grade Span:**	K-6

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.

About This School

Mr. 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

Contact Information (School Year 2023–24)

District Contact Information (School Year 2023–24)

District Name	Oak Grove Elementary
Phone Number	(408) 227-8300
Superintendent	Manzo, Jose
Email Address	jmanzo@ogsd.net
Website	www.ogsd.net

School Contact Information (School Year 2023–24)

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School Name	Santa Teresa Elementary
Street	6200 Encinal Dr.
City, State, Zip	San Jose, CA , 95119-1514
Phone Number	(408) 227-3303
Principal	Mr. Mark Lepori, Principal
Email Address	mlepori@ogsd.net
Website	https://santateresa.ogsd.net
County-District-School (CDS) Code	43696256067243

Last updated: 1/30/24

School Description and Mission Statement (School Year 2023–24)

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.

Student Enrollment by Grade Level (School Year 2022–23)

Grade Level	Number of Students
Kindergarten	67
Grade 1	85
Grade 2	69
Grade 3	86
Grade 4	64
Grade 5	76
Grade 6	80
Total Enrollment	527
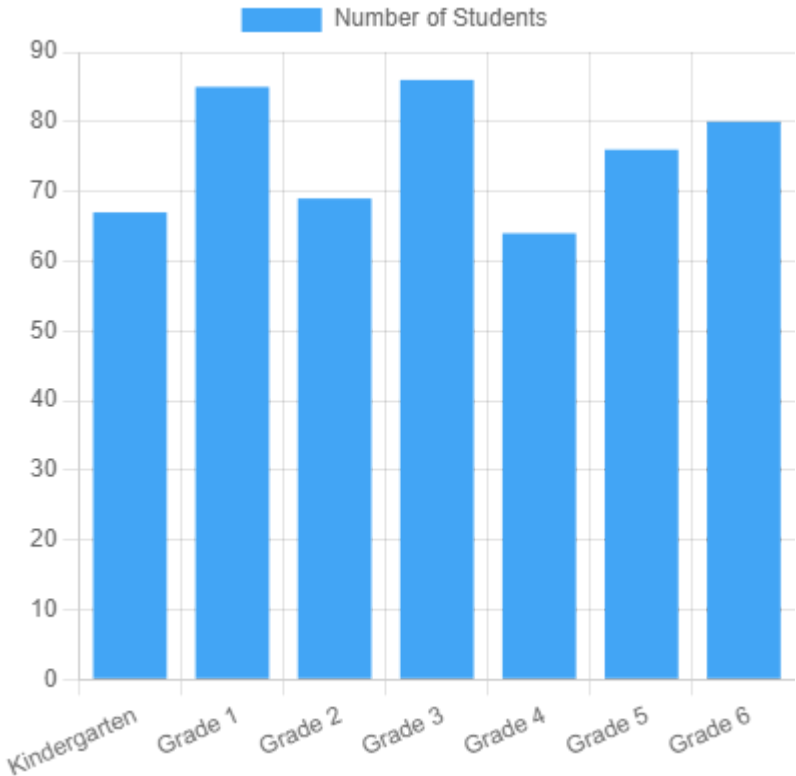
Last updated: 1/30/24

Student Enrollment by Student Group (School Year 2022–23)

Student Group	Percent of Total Enrollment
Female	49.00%
Male	51.00%
Non-Binary	0.00%
American Indian or Alaska Native	1.10%
Asian	34.30%
Black or African American	1.50%
Filipino	4.00%
Hispanic or Latino	32.80%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	6.50%
White	19.40%

Student Group (Other)	Percent of Total Enrollment
English Learners	15.00%
Foster Youth	0.40%
Homeless	0.20%
Migrant	0.00%
Socioeconomically Disavantaged	23.70%
Students with Disabilities	9.30%

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)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
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/Incomplete/NA	2.00	8.02%	22.40	5.32%	18854.30	6.86%
Total Teaching Positions	24.90	100.00%	420.90	100.00%	274759.10	100.00%

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: 1/30/24

Teacher Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	21.90	91.65%	383.80	93.10%	234405.20	84.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	3.70	0.91%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	4.00	0.97%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	3.00	0.73%	11953.10	4.28%
Unknown/Incomplete/NA	2.00	8.35%	17.60	4.28%	15831.90	5.67%
Total Teaching Positions	23.90	100.00%	412.30	100.00%	279044.80	100.00%

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: 1/30/24

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

Authorization/Assignment	2020–21 Number	2021–22 Number
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

Last updated: 11/2/23

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	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

Last updated: 11/2/23

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%	0%
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%	0%

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: 11/2/23

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2023–24)

Year and month in which the data were collected: August 2023

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) 3-6: Expeditionary Learning	Yes	0
Mathematics	6-8: College Prep Math (CPM) Adopted 2015 K-5: EngageNY (Eureka Math) 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. 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 and CCSS-related areas for which they were reviewed. Our district is undergoing a math curriculum pilot in the 2023-2024 school year and anticipates in implementing a	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	new adoption in the 2024-2025 school year.		
Science	TK-8: Twig Science	Yes	0
History-Social Science	K-5 Studies Weekly 6-8 Discovery	Yes	0
Foreign Language	NA		0
Health	NA		0
Visual and Performing Arts	NA		0
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0

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

Last updated: 1/30/24

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.

At the time of the inspection, the District found the site to be in Fair condition. The campus recently received new flooring (summer 2022/2023). There are some routine work orders regarding plumbing and electrical light outs to be addressed. The District hopes to expand the interior modernization in the coming years.

Last updated: 1/31/24

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 2024

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Poor	Work orders to address numerous lights out
Restrooms/Fountains: Restrooms, Sinks/Fountains		Work orders to address minor leaks at urinals and toilets.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: January 2024

Overall Rating	Fair

Last updated: 1/31/24

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 [CAA] 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. CAA 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 CAA for ELA** in grades three through eight and grade eleven.
      2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
      3. **California Science Test (CAST) and CAA 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 completed state-administered assessment
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2021–22	School 2022–23	District 2021–22	District 2022–23	State 2021–22	State 2022–23
English Language Arts / Literacy (grades 3-8 and 11)	66%	67%	50%	48%	47%	46%
Mathematics (grades 3-8 and 11)	58%	61%	41%	41%	33%	34%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.
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 CAA divided by the total number of students who participated in both assessments.

Last updated: 1/30/24

CAASPP Test Results in ELA by Student Group for students taking and completed state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2022–23)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	304	297	97.70%	2.30%	67.00%
Female	150	144	96.00%	4.00%	66.67%
Male	154	153	99.35%	0.65%	67.32%
American Indian or Alaska Native	--	--	--	--	--
Asian	98	96	97.96%	2.04%	85.42%
Black or African American	--	--	--	--	--
Filipino	12	11	91.67%	8.33%	63.64%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Hispanic or Latino	112	110	98.21%	1.79%	51.82%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	18	18	100.00%	0.00%	66.67%
White	56	54	96.43%	3.57%	68.52%
English Learners	38	35	92.11%	7.89%	31.43%
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	97	93	95.88%	4.12%	46.24%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	40	37	92.50%	7.50%	27.03%

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 CAA divided by the total number of students who participated in both assessments.
Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.
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: 1/30/24

CAASPP Test Results in Mathematics by Student Group for students taking and completed state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2022–23)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	304	300	98.68%	1.32%	61.00%
Female	150	147	98.00%	2.00%	60.54%
Male	154	153	99.35%	0.65%	61.44%
American Indian or Alaska Native	--	--	--	--	--
Asian	98	97	98.98%	1.02%	83.51%
Black or African American	--	--	--	--	--
Filipino	12	11	91.67%	8.33%	45.45%
Hispanic or Latino	112	112	100.00%	0.00%	41.07%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	18	18	100.00%	0.00%	66.67%
White	56	54	96.43%	3.57%	68.52%
English Learners	38	38	100.00%	0.00%	26.32%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	97	96	98.97%	1.03%	30.21%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	40	37	92.50%	7.50%	21.62%

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 CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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: 1/30/24

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 2021–22	School 2022–23	District 2021–22	District 2022–23	State 2021–22	State 2022–23
Science (grades 5, 8, and high school)	47.37%	56.16%	36.27%	35.97%	29.47%	30.29%

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 CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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: 1/30/24

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2022–23)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	75	74	98.67%	1.33%	56.76%
Female	32	32	100.00%	0.00%	50.00%
Male	43	42	97.67%	2.33%	61.90%
American Indian or Alaska Native	--	--	--	--	--
Asian	23	22	95.65%	4.35%	81.82%
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	30	30	100.00%	0.00%	33.33%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	14	14	100.00%	0.00%	14.29%
Foster Youth	--	--	--	--	--
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	24	24	100.00%	0.00%	25.00%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	--	--	--	--	--

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022–23)
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: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	78%	73%	74%	77%	77%

Note: The administration of the PFT during 2021–22 and 2022-23 school years, only participation results are required for these five fitness areas.
Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/29/24

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 2023–24)

During a typical 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 centers and support teachers during Guided Reading and independent activities that are essential to student learning. Santa Teresa Elementary is so thankful for the year round support of our wonderful community members.

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 2022–23)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	561	553	90	16.3%
Female	277	274	49	17.9%
Male	284	279	41	14.7%
Non-Binary	0	0	0	0.0%
American Indian or Alaska Native	6	6	2	33.3%
Asian	194	191	15	7.9%
Black or African American	9	9	0	0.0%
Filipino	24	24	2	8.3%
Hispanic or Latino	190	186	55	29.6%
Native Hawaiian or Pacific Islander	0	0	0	0.0%
Two or More Races	35	34	2	5.9%
White	103	103	14	13.6%
English Learners	95	94	19	20.2%
Foster Youth	2	2	0	0.0%
Homeless	2	2	0	0.0%

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
Socioeconomically Disadvantaged	168	165	48	29.1%
Students Receiving Migrant Education Services	0	0	0	0.0%
Students with Disabilities	63	62	18	29.0%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/30/24

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School 2020–21	School 2021–22	School 2022–23	District 2020–21	District 2021–22	District 2022–23	State 2020–21	State 2021–22	State 2022–23
Suspensions	0.00%	0.17%	0.18%	0.02%	2.08%	3.01%	0.20%	3.17%	3.60%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.07%	0.08%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/30/24

Suspensions and Expulsions by Student Group (School Year 2022–23)

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.18%	0.00%
Female	0.00%	0.00%
Male	0.35%	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	0.53%	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	0.60%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	0.00%	0.00%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Last updated: 1/30/24

School Safety Plan (School Year 2023–24)

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 assemblies. The 2023-24 Safe School Plan includes a goal to establish and promote safe driving and walking routes to and from school, a goal to update the Santa Teresa ARCC to ensure adequate necessary supplies in the event of an emergency, a goal centering around providing mental health supports to students in need, and a goal to monitor student and site safety through the use of new security cameras throughout the campus. The 2023-24 Safe School Plan was approved on January 16, 2024.

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 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)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
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.

Average Class Size and Class Size Distribution (Elementary) (School Year 2022–23)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	22.00	0	3	0
1	24.00	1	2	1
2	24.00	0	2	0
3	22.00	0	3	0
4	31.00	0	2	0
5	30.00	0	2	0
6	29.00	0	2	0
Other**	19.00	2	3	0

* 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.

Student Support Services Staff (School Year 2022–23)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	0.40
Psychologist	0.80
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: 1/30/24

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2021–22)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$14011.00	$5397.00	$8614.00	$87695.00
District	N/A	N/A	$9434.00	$91454.00
Percent Difference – School Site and District	N/A	N/A	-6.15%	-2.82%
State	N/A	N/A	$7606.62	$89574.00
Percent Difference –	N/A	N/A	8.11%	-1.42%

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site and State				

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

Types of Services Funded (Fiscal Year 2022–23)

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, Reading A-Z, etc.)

Last updated: 1/30/24

Teacher and Administrative Salaries (Fiscal Year 2021–22)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$56663.00	$54215.36
Mid-Range Teacher Salary	$88683.00	$86843.27
Highest Teacher Salary	$108801.00	$111440.49
Average Principal Salary (Elementary)	$146557.00	$140851.44
Average Principal Salary (Middle)	$162486.00	$147064.90
Average Principal Salary (High)	$0.00	$142189.00
Superintendent Salary	$317729.00	$252465.94
Percent of Budget for Teacher Salaries	33.74%	33.16%
Percent of Budget for Administrative Salaries	4.81%	5.15%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/.
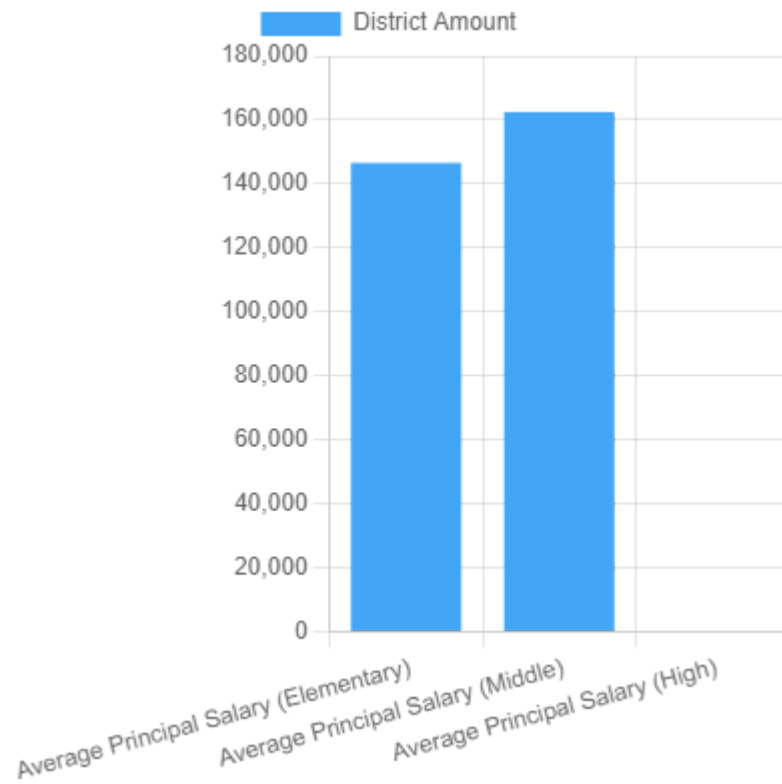
Last updated: 1/30/24

Professional Development

Measure	2021–22	2022–23	2023–24
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3