

Santa Teresa Elementary
2023–24 School Accountability Report Card
Reported Using Data from the 2023–24 School
Year
California Department of Education

Address:	6200 Encinal Dr. San Jose, CA , 95119- 1514	Principal:	Kristi Frankina, Principal
Phone:	(408) 227-3303	Grade Span:	TK-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 the 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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

About This School

Kristi Frankina, Principal

📍 Principal, Santa Teresa Elementary

About Our School



Welcome to Santa Teresa Elementary! I am Kristi Frankina, and this is my first year of being a Principal in the Oak Grove School District. I have been an administrator in the Evergreen School District for the last 6 years, finishing my time as Principal at Matsumoto Elementary. In addition to being a principal, I have also served as an Instructional Coach, District Tech TOSA, Assistant Principal, and classroom teacher in grades 4-6. I am dedicated to working with you to meet the vision for all students at Santa Teresa.

Here at ST, it is our mission to cultivate socially and academically resilient students that 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. Our incredible staff is dedicated to ensuring that all of our students have access to educational experiences that promote opportunities to think critically, effectively communicate, display creativity, and successfully collaborate.

Our expectation for everyone on our campus is simple. As Santa Teresa Panthers we are always respectful, always safe, and always responsible. As our students truly understand and apply these life long skills into their daily lives, their ability to handle adversity and make positive choices increases greatly. As a staff, we are committed to modeling a respectful, safe, and responsible environment both in and out of the classroom. We also believe that elementary school should be a fun experience for everyone. Developing a love of school at an early age is a critical component to continued success down the line, and we strive to do just that.

Whether you're with us for eight weeks or eight years, we sincerely hope you have a wonderful experience at Santa Teresa. If you have any questions, concerns, or

ideas, please don't hesitate to contact me at (408)227-3303 or kfrankina@ogsd.net.

Warm Regards,
Kristi Frankina
Principal

Contact

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

Phone: [\(408\) 227-3303](tel:(408)227-3303)
Email: kfrankina@ogsd.net

Contact Information (School Year 2024–25)

District Contact Information (School Year 2024–25)

District Name	Oak Grove Elementary
Phone Number	(408) 227-8300
Superintendent	Chaidez, Ivan
Email Address	ichaidez@ogsd.net
Website	www.ogsd.net

School Contact Information (School Year 2024–25)

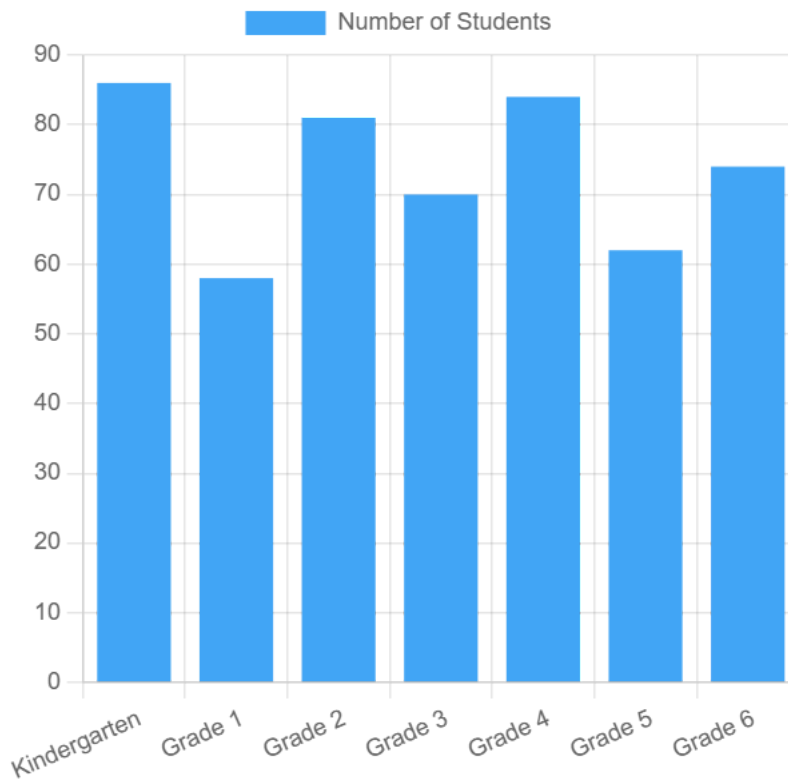
School Name	Santa Teresa Elementary
Street	6200 Encinal Dr.
City, State, Zip	San Jose, CA , 95119-1514
Phone Number	(408) 227-3303
Principal	Kristi Frankina, Principal
Email Address	kfrankina@ogsd.net
Website	https://santateresa.ogsd.net
Grade Span	TK-6
County-District-School (CDS) Code	43696256067243

School Description and Mission Statement (School Year 2024–25)

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 2023–24)

Grade Level	Number of Students
Kindergarten	86
Grade 1	58
Grade 2	81
Grade 3	70
Grade 4	84
Grade 5	62
Grade 6	74
Total Enrollment	515



Student Enrollment by Student Group (School Year 2023–24)

Student Group	Percent of Total Enrollment
Female	46.80%
Male	53.20%
Non-Binary	0.00%
American Indian or Alaska Native	0.80%
Asian	33.80%
Black or African American	1.90%
Filipino	3.90%
Hispanic or Latino	35.00%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	7.40%
White	17.30%

Student Group (Other)	Percent of Total Enrollment
English Learners	15.90%
Foster Youth	0.00%
Homeless	1.20%
Migrant	0.00%
Socioeconomically Disadvantaged	27.00%
Students with Disabilities	10.10%

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.

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.

Teacher Preparation and Placement (School Year 2022–23)

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)	23.50	95.93%	358.80	91.45%	231142.40	83.24%
Intern Credential Holders Properly Assigned	0.00	0.00%	2.70	0.70%	5566.40	2.00%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	4.07%	13.90	3.55%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	1.30	0.34%	11746.90	4.23%
Unknown/Incomplete/NA	0.00	0.00%	15.50	3.96%	14303.80	5.15%
Total Teaching Positions	24.50	100.00%	392.30	100.00%	277698.00	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.

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

Authorization/Assignment	2020– 21 Number	2021– 22 Number	2022– 23 Number
Permits and Waivers	0.00	0.00	0
Misassignments	0.00	0.00	1
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and Misassignments	0.00	0.00	1

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

Indicator	2020– 21 Number	2021– 22 Number	2022– 23 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	0.00	0

Class Assignments

Indicator	2020– 21 Percent	2021– 22 Percent	2022– 23 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00%	0%	4.3%
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%	0%

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2024–25)

All adopted materials use the Common Core standards and apply to all public schools in the state—the textbooks we use, and the tests we give are based on these content standards. You can find the content standards for each subject at each grade level on the California Department of Education (CDE) website. Textbook selection involves a committee of teachers reviewing potential resources to determine alignment with the state-approved instructional framework for each content area. Resources that best meet alignment criteria are selected to be piloted in classrooms. Data is collected and evaluated, and the committee recommends approval to the Board of Education.

Year and month in which the data were collected: August 2024

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K-2 Core Knowledge Language Arts (CKLA) Adopted 2015 3-8: Expeditionary Learning Adopted 2015	0
Mathematics	EnVision, Savvas (K-8) Adopted 2024	0
Science	TK- 8: Twig Science Adopted 2023	0
History-Social Science	K-5 Studies Weekly Adopted 2019 6-8 Discovery Adopted 2019	0
Foreign Language	N/A	0
Health	N/A	0
Visual and Performing Arts	N/A	0

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Science Lab Eqpmt (Grades 9-12)	N/A	0

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

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 inspection, the campus was found to be in exemplary condition with minor work order to replace lamps.

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 assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] 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 taking and completing state-administered assessments Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2022– 23	School 2023– 24	District 2022– 23	District 2023– 24	State 2022– 23	State 2023– 24
English Language Arts / Literacy (grades 3-8 and 11)	67%	64%	48%	46%	46%	47%
Mathematics (grades 3-8 and 11)	61%	61%	41%	41%	34%	35%

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 Assessments 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.

CAASPP Test Results in ELA by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	290	283	97.59%	2.41%	63.60%
Female	139	136	97.84%	2.16%	62.50%
Male	151	147	97.35%	2.65%	64.63%
American Indian or Alaska Native	--	--	--	--	--
Asian	96	94	97.92%	2.08%	82.98%
Black or African American	--	--	--	--	--
Filipino	15	15	100.00%	0.00%	66.67%
Hispanic or Latino	111	107	96.40%	3.60%	50.47%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	15	15	100.00%	0.00%	60.00%
White	47	46	97.87%	2.13%	60.87%
English Learners	38	34	89.47%	10.53%	20.59%
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	96	91	94.79%	5.21%	42.86%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	33	32	96.97%	3.03%	9.38%

Note: ELA test results include the Smarter Balanced Summative Assessments 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.

CAASPP Test Results in Mathematics by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	290	285	98.28%	1.72%	61.40%
Female	139	137	98.56%	1.44%	57.66%
Male	151	148	98.01%	1.99%	64.86%
American Indian or Alaska Native	--	--	--	--	--
Asian	96	96	100.00%	0.00%	84.38%
Black or African American	--	--	--	--	--
Filipino	15	15	100.00%	0.00%	60.00%
Hispanic or Latino	111	107	96.40%	3.60%	38.32%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	15	15	100.00%	0.00%	53.33%
White	47	46	97.87%	2.13%	76.09%
English Learners	38	38	100.00%	0.00%	15.79%
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	96	93	96.88%	3.12%	31.18%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	33	32	96.97%	3.03%	18.75%

Note: Mathematics test results include the Smarter Balanced Summative Assessments 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.

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 2022– 23	School 2023– 24	District 2022– 23	District 2023– 24	State 2022– 23	State 2023– 24
Science (grades 5, 8, and high school)	56.16%	41.67%	35.97%	36.40%	30.29%	30.73%

Note: Science test results include the CAST and the CAA for Science. 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 for Science divided by the total number of students who participated in a science assessment.

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.

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	63	62	98.41%	1.59%	40.32%
Female	34	33	97.06%	2.94%	36.36%
Male	29	29	100.00%	0.00%	44.83%
American Indian or Alaska Native	--	--	--	--	--
Asian	23	23	100.00%	0.00%	52.17%
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	22	21	95.45%	4.55%	19.05%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	25	24	96.00%	4.00%	33.33%
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 2023–24)

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:

$$\frac{\text{(The number of students who participated in the FITNESSGRAM Component)}}{\text{(The total number of students enrolled at time of testing)}} = \text{participation rate}$$

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	98%	98%	98%	98%	98%

Note: The administration of the PFT requires only participation results 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.

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 2024–25)

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

Chronic Absenteeism by Student Group (School Year 2023–24)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	540	530	50	9.4%
Female	253	249	19	7.6%
Male	287	281	31	11%
Non-Binary	0	0	0	0%
American Indian or Alaska Native	4	4	0	0%
Asian	180	177	7	4%
Black or African American	11	11	2	18.2%
Filipino	21	20	3	15%
Hispanic or Latino	195	190	35	18.4%
Native Hawaiian or Pacific Islander	0	0	0	0%
Two or More Races	40	39	1	2.6%
White	89	89	2	2.2%
English Learners	91	87	16	18.4%
Foster Youth	0	0	0	0%
Homeless	6	6	0	0%
Socioeconomically Disadvantaged	158	153	30	19.6%
Students Receiving Migrant Education Services	0	0	0	0%
Students with Disabilities	63	60	15	25%

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: 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 2021– 22	School 2022– 23	School 2023– 24	District 2021– 22	District 2022– 23	District 2023– 24	State 2021– 22	State 2022– 23	State 2023– 24
Suspensions	0.17%	0.18%	0.00%	2.08%	3.01%	0.00%	3.17%	3.60%	3.28%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.07%	0.08%	0.07%

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.

Suspensions and Expulsions by Student Group (School Year 2023–24)

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.19%	0%
Female	0%	0%
Male	0.35%	0%
Non-Binary	0%	0%
American Indian or Alaska Native	0%	0%
Asian	0%	0%
Black or African American	0%	0%
Filipino	4.76%	0%
Hispanic or Latino	0%	0%
Native Hawaiian or Pacific Islander	0%	0%
Two or More Races	0%	0%
White	0%	0%
English Learners	0%	0%
Foster Youth	0%	0%
Homeless	0%	0%
Socioeconomically Disadvantaged	0.63%	0%
Students Receiving Migrant Education Services	0%	0%
Students with Disabilities	0%	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.

School Safety Plan (School Year 2024–25)

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 2024-26 Safe School Plan includes a goal to increase the percentage of students who feel safe and connected at school, update the procedures and materials on site to ensure adequate necessary supplies in the event of an emergency, and to provide mental health support for students. The 2024-26 Safe School Plan was approved on January 15, 2025.

?Use this link to access Santa Teresa Elementary School's complete School Safety Plan:
<https://www.ogsd.net/our-schools/school-safety-plans?>

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 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.

Average Class Size and Class Size Distribution (Elementary) (School Year 2023–24)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	25.00		2	
1	25.00		1	
2	23.00		2	
3	25.00		2	
4	34.00			2
5	33.00			
6	33.00		1	
Other**	19.00	3	4	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.

Student Support Services Staff (School Year 2023–24)

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.

** "Other" category is for all other student support services staff positions not listed.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2022–23)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$15846.00	\$6296.00	\$9550.00	\$100623.00
District	N/A	N/A	\$10298.00	\$96065.00
Percent Difference – School Site and District	N/A	N/A	-5.09%	3.07%
State	N/A	N/A	\$10770.62	\$96325.00
Percent Difference – School Site and State	N/A	N/A	-8.17%	2.89%

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

Types of Services Funded (Fiscal Year 2023–24)

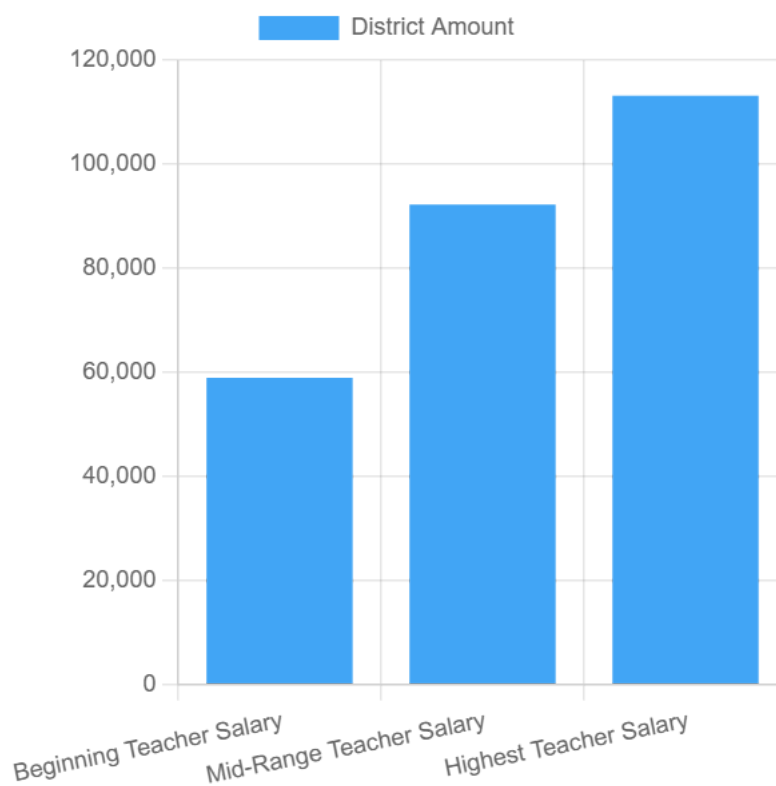
Programs funded by categorical or “extra student” funds include:

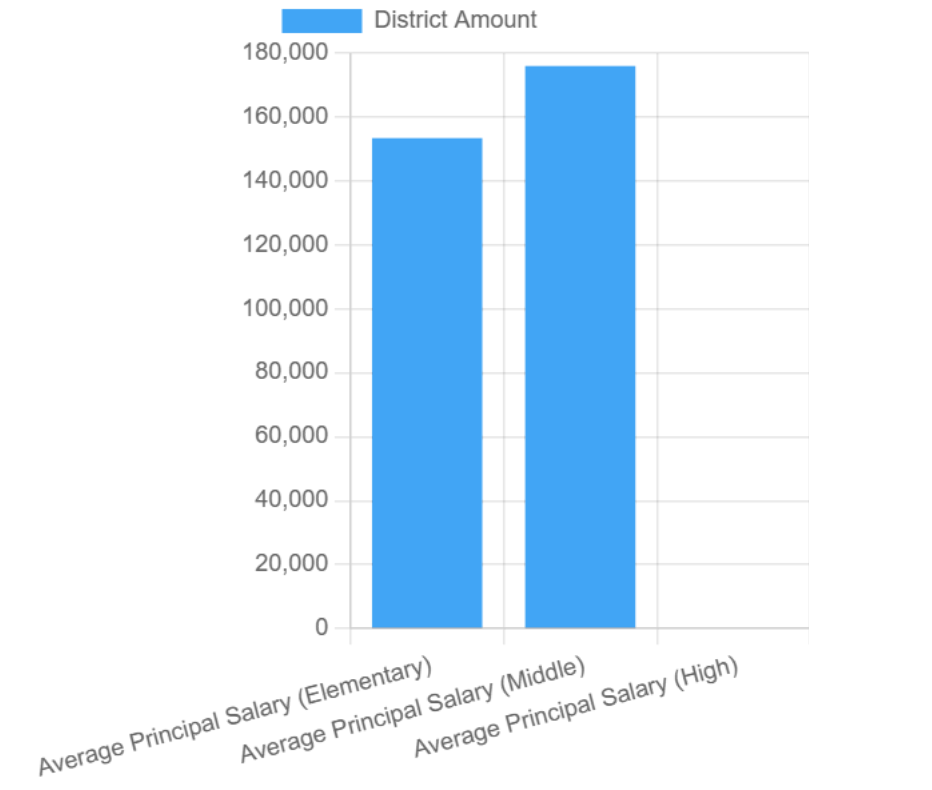
1. Orton Gillingham reading intervention program for targeted early readers (K-6th)
2. Reading and math intervention program for targeted students (K-3rd)
3. Counseling services for students with social/emotional or academic needs.
4. Instructional supplies and technology to support learning
5. Supplemental online learning tools (Brainpop, Reading A-Z, etc.)

Teacher and Administrative Salaries (Fiscal Year 2022–23)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$58930.00	\$58552.87
Mid-Range Teacher Salary	\$92230.00	\$93923.91
Highest Teacher Salary	\$113153.00	\$119489.34
Average Principal Salary (Elementary)	\$153409.00	\$149898.11
Average Principal Salary (Middle)	\$175956.00	\$157110.85
Average Principal Salary (High)	\$0.00	\$151698.00
Superintendent Salary	\$317729.00	\$270431.60
Percent of Budget for Teacher Salaries	0.31%	31.93%
Percent of Budget for Administrative Salaries	0.05%	5.62%

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





Professional Development

Measure	2022–23	2023–24	2024–25
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3