Santa Teresa Elementary

2024–25 School Accountability Report Card

Reported Using Data from the 2024–25 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

Contact

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

Phone: (408) 227-3303
Email: kfrankina@ogsd.net

Contact Information (School Year 2025–26)

District Contact Information (School Year 2025–26)

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 2025–26)

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 2025–26)

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.

Core Values?

Santa Teresa Panthers - Always Respectful, Always Safe, Always Responsible

Students collaborate in rigorous and relevant Common Core lessons. Rigor is the level of thinking student do, and relevance is the application of knowledge through problem solving. The instructional programs include Project Based Learning, Sobrato Early Academic Language Development, Number Talks, and integration with science and history/social science content. Visual and Performing Arts is offered at the different grade levels.

Classrooms are enhanced with 21st Century Technology: Chromebooks and Google Apps. One-to-one Chromebooks in grades K-6 and Two-to-one Chromebooks in TK. All students use Google Apps for Education and other online resources. Technology is a critical component of students' lives and preparation for college and careers.

Regular attendance and punctuality are important to the students' achievement success. School attendance also develops positive qualities important throughout life. The Oak Grove School District is a partner with students and parents in ensuring all students are career and college ready. We recognize that student achievement and consistent school attendance have a direct correlation.

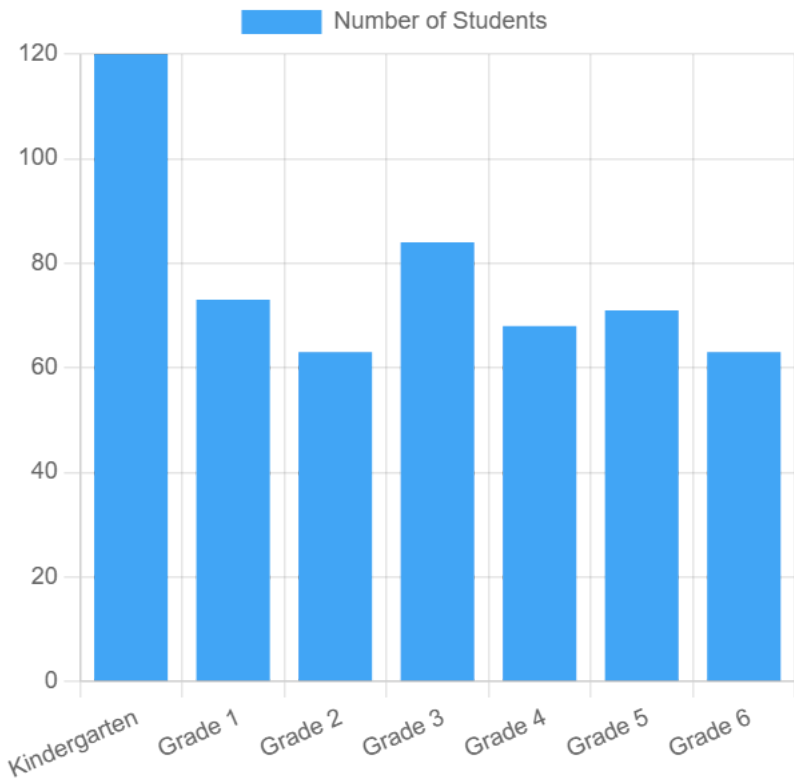
Family engagement promotes children's learning and healthy development in Oak Grove. Family engagement refers to the inclusion of families in activities and programs that promote children's development, learning, and wellness, including in the planning, development, and evaluation of such activities, programs, and the Local Control and Accountability Plan.

Parents and guardians are provided opportunities to School Choice and Programs. 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.

Oak Grove schools provide a positive, predictable, consistent and safe learning environment. We serve a diverse community, and ensure all students have a sense of belonging and voice. All schools implement the Positive Behavior Interventions and Supports (PBIS) three tiered Response to Intervention System.

Student Enrollment by Grade Level (School Year 2024–25)

Grade Level	Number of Students
Kindergarten	120
Grade 1	73
Grade 2	63
Grade 3	84
Grade 4	68
Grade 5	71
Grade 6	63
Total Enrollment	542



Student Enrollment by Student Group (School Year 2024–25)

Student Group	Percent of Total Enrollment
Female	48.70%
Male	51.10%
Non-Binary	0.20%
American Indian or Alaska Native	0.70%
Asian	35.60%
Black or African American	2.00%
Filipino	3.00%
Hispanic or Latino	33.80%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	7.40%
White	16.80%

Student Group (Other)	Percent of Total Enrollment
English Learners	12.70%
Foster Youth	0.00%
Homeless	1.50%
Migrant	0.00%
Socioeconomically Disavantaged	29.70%
Students with Disabilities	10.70%

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 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.

Teacher Preparation and Placement (School Year 2023–24)

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)	17.90	85.67%	349.60	88.09%	230039.40	100.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	1.80	0.46%	6213.80	2.23%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	4.78%	18.10	4.58%	16855.00	6.04%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	1.00	0.25%	12112.80	4.34%
Unknown/Incomplete/NA	2.00	9.55%	26.20	6.62%	13705.80	4.91%
Total Teaching Positions	20.90	100.00%	396.90	100.00%	278927.10	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.

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

Authorization/Assignment	2021–22 Number	2022–23 Number	2023–24 Number
Permits and Waivers	0.00	0	0.00
Misassignments	0.00	1	1.00
Vacant Positions	0.00	0	0.00
Total Teachers Without Credentials and Misassignments	0.00	1	1.00

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

Indicator	2021–22 Number	2022–23 Number	2023–24 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0.00
Local Assignment Options	0.00	0	0.00
Total Out-of-Field Teachers	0.00	0	0.00

Class Assignments

Indicator	2021–22 Percent	2022–23 Percent	2023–24 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0%	4.3%	5.00%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0%	0%	4.10%

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 2025–26)

The district has a board adopted curriculum used by all Sites. The most recent curriculum adoptions can be found at:

https://www.ogsd.net/departments/educational-services/curriculum-instruction-and-assessment/core-curriculum-tk-8th-grade

The data on this page represents the curriculum indicated on the above mentioned website.

Each year, the district conducts a comprehensive curriculum audit certifying that all students have full access to all materials. Additionally, the state and county offices of education select random schools to undergo a visual inspection to determine that the curriculum materials were indeed satisfactory and accessible to the students.

Year and month in which the data were collected: August 2025

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		0
Mathematics		0
Science		0
History-Social Science		0
Foreign Language		0
Health		0
Visual and Performing Arts		0
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

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

School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: December 2025

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	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Fair	Restrooms in need of paint
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: December 2025

Overall Rating	Good

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 2023–24	School 2024–25	District 2023–24	District 2024–25	State 2023–24	State 2024–25
English Language Arts / Literacy (grades 3-8 and 11)	64%	64%	46%	48%	47%	48%
Mathematics (grades 3-8 and 11)	61%	61%	41%	43%	35%	37%

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 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	284	282	99.30%	0.70%	64.18%
Female	141	140	99.29%	0.71%	65.71%
Male	143	142	99.30%	0.70%	62.68%
American Indian or Alaska Native	--	--	--	--	--
Asian	104	103	99.04%	0.96%	81.55%
Black or African American	--	--	--	--	--
Filipino	12	12	100.00%	0.00%	58.33%
Hispanic or Latino	95	95	100.00%	0.00%	46.32%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	16	16	100.00%	0.00%	68.75%
White	50	49	98.00%	2.00%	65.31%
English Learners	29	28	96.55%	3.45%	17.86%
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	81	81	100.00%	0.00%	40.74%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	37	36	97.30%	2.70%	22.22%

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 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	285	283	99.30%	0.70%	61.48%
Female	141	140	99.29%	0.71%	60.71%
Male	144	143	99.31%	0.69%	62.24%
American Indian or Alaska Native	--	--	--	--	--
Asian	104	103	99.04%	0.96%	86.41%
Black or African American	--	--	--	--	--
Filipino	12	12	100.00%	0.00%	41.67%
Hispanic or Latino	96	96	100.00%	0.00%	34.38%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	16	16	100.00%	0.00%	75.00%
White	50	49	98.00%	2.00%	67.35%
English Learners	30	29	96.67%	3.33%	24.14%
Foster Youth	0	0	0%	0%	0%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	82	82	100.00%	0.00%	32.93%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	37	36	97.30%	2.70%	22.22%

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 2023–24	School 2024–25	District 2023–24	District 2024–25	State 2023–24	State 2024–25
Science (grades 5, 8, and high school)	41.67%	41.79%	36.40%	35.78%	30.73%	32.52%

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 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	69	67	97.10%	2.90%	41.79%
Female	33	31	93.94%	6.06%	32.26%
Male	36	36	100.00%	0.00%	50.00%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	21	21	100.00%	0.00%	66.67%
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	29	28	96.55%	3.45%	21.43%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	15	14	93.33%	6.67%	57.14%
English Learners	--	--	--	--	--
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	18	17	94.44%	5.56%	17.65%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	13	12	92.31%	7.69%	8.33%

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 2024–25)
Percentage of Students Participating in each of the five Fitness Components

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	88%	87%	87%	90%	87%

Note: The admistration 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 2025–26)

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 2024–25)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	567	559	59	10.6%
Female	274	271	26	9.6%
Male	292	287	33	11.5%
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	200	199	2	1.0%
Black or African American	12	12	5	41.7%
Filipino	17	17	3	17.6%
Hispanic or Latino	197	191	38	19.9%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	41	41	2	4.9%
White	92	91	8	8.8%
English Learners	77	75	10	13.3%
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	170	167	35	21.0%
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	78	77	17	22.1%

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 2022–23	School 2023–24	School 2024–25	District 2022–23	District 2023–24	District 2024–25	State 2022–23	State 2023–24	State 2024–25
Suspensions	0.18	0.00	1.23	3.01	0.00	2.06	3.60	3.28	2.94
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.08	0.07	0.06

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.

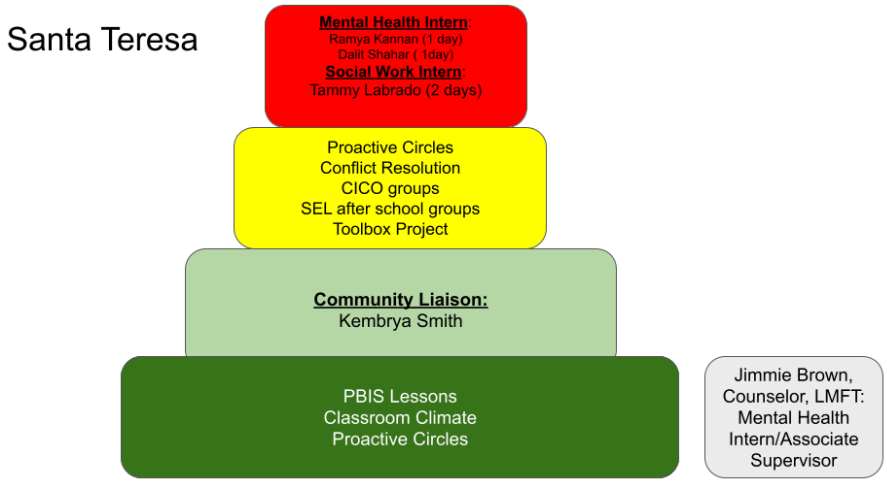
Suspensions and Expulsions by Student Group (School Year 2024–25)

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.23%	0.00%
Female	0.00%	0.00%
Male	2.40%	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	2.03%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	3.26%	0.00%
English Learners	2.60%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	1.18%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	2.56%	0.00%

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 2025–26)

GOAL 1: Increase the percentage of students who feel safe and connected at school.



Strategy 1.1: Convene PBIS (Climate & Culture) Leadership Team Monthly to discuss survey and discipline data and determine action plans

Assessment 1.1: SCB Survey Fall and Spring, PBIS Team Agendas

Strategy 1.2: Staff will teach students common games for recess that include rules, so that students understand how to use equipment at recess.

Assessment 1.2: Lesson plans, reduced behavior referrals

Strategy 1.3: Improve student social-emotional skills. Hold a daily all school meeting to review readiness for learning, social-emotional skills, and school community. Read a book to each class that reviews a social-emotional skill of the month.

Assessment 1.3: Behavior referrals, Wellness Center referrals

Strategy 1.4: Work with HSA to host regular community events that encourage families to build connection with the school. (Harvest Festival, Gallery Walks, Concerts, Musical Productions, Movie nights, etc.)

Assessment 1.4: SCB Fall and Spring, Calendared events

Strategy 1.5: Maintain a strong partnership with Blossom Valley Bible Church to utilize the parking lot on their property for parents parking and walking in to drop-off or pick-up students.

Assessment 1.5: Yearly confirmation of availability prior to Aug 8th annually

Strategy 1.6: Increase the number of opportunities for two way communication throughout the school year. (such as Linger Longer,

Principal Coffee, Community Tours)

Assessment 1.6: Calendared Dates; ParentSquare Postings; HSA meeting agendas

Strategy 1.7: Provide mental health supports for students (Social Worker intern, Counseling interns, outside agency referrals when site supports are full)

Assessment 1.7: Number of students being served by mental health support systems.

Baseline Data Goal 1: On the 2025-26 Window 1 SCB Survey 13 (6%) third-sixth graders indicated, when asked if they felt safe at school, the responses “not very much.” 29 (13%) third-sixth graders indicated, when asked if they had an adult they connected with on campus, the responses “never” or “not very much.”

GOAL 2: Create and maintain a secure campus, and increase communication around health procedures, safety drills, and safe transport to and from school.

Strategy 2.1: Classes will be prepared with emergency supplies. Each class will receive a bin, along with a gallon sized zip top bag for every student. Parent letters will accompany the bags home, asking for snacks to be stored inside the ARCC. Each class will have a red backpack that is stocked with first aid supplies, and other items that a staff member might need in an emergency.

Assessment 2.1: Collect backpacks in June, restock and return in August. Confirm storage of classroom bins with zip top bags for every student by October.

Strategy 2.2: Updated materials include batteries and First Aid supplies in the ARCC.

Assessment 2.2: Verify items have been delivered and placed in the ARCC by January.

Strategy 2.3: District to post and update the Workplace Violence Prevention Plan.

Assessment 2.3: Plan posted and shared with staff. Staff Meeting Agenda.

Strategy 2.4: Hazards Assessment (sites and DO)

Strategy 2.5: District will establish routine site inspections to review maintenance and security items to help prevent injuries at work.

Assessment 2.3-2.5: WVPP Assessment

Strategy 2.6: Explore ways to keep the campus secured during the school day and during before/ after school programs are in session.

Assessment 2.6: ParentSquare Posts; Signage

Strategy 2.7: In partnership with the City of San Jose, continue implementation of the Walk ‘n Roll program. Provide the community with campus maps and directions for walking and driving to and from school, update needs with the community regularly, and complete a traffic study to improve traffic systems around the school.

Assessment 2.7: Calendared dates, promotion materials sent to the community, Yard duty schedule, photos

Strategy 2.8: Provide at least one Santa Teresa staff member for guidance and supervision at the Encinal Dr. parking lot drop-off and pick-up location.

Assessment 2.8: Yard duty schedule, photos

This plan was adopted by the School Site Council on December 3, 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 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.

Average Class Size and Class Size Distribution (Elementary) (School Year 2024–25)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	23.00		3	
1	23.00		3	
2	22.00		2	
3	24.00		3	
4	33.00		1	
5	34.00			1
6	31.00		2	
Other**	12.00	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.

Student Support Services Staff (School Year 2024–25)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.80
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
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 2023–24)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$16507.00	$6949.00	$9558.00	$106498.00
District	N/A	N/A	$10057.00	$99700.00
Percent Difference – School Site and District	N/A	N/A	-3.42%	4.35%
State	N/A	N/A	$11146.18	$101700.00
Percent Difference – School Site and State	N/A	N/A	-10.50%	3.05%

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

Types of Services Funded (Fiscal Year 2024–25)

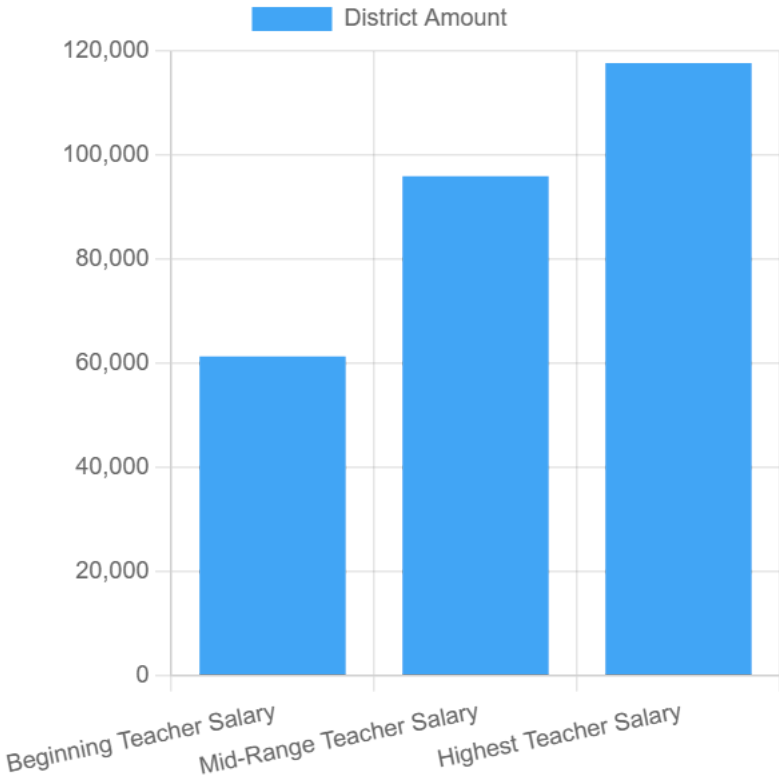
Programs funded by categorical or “extra student” funds include:

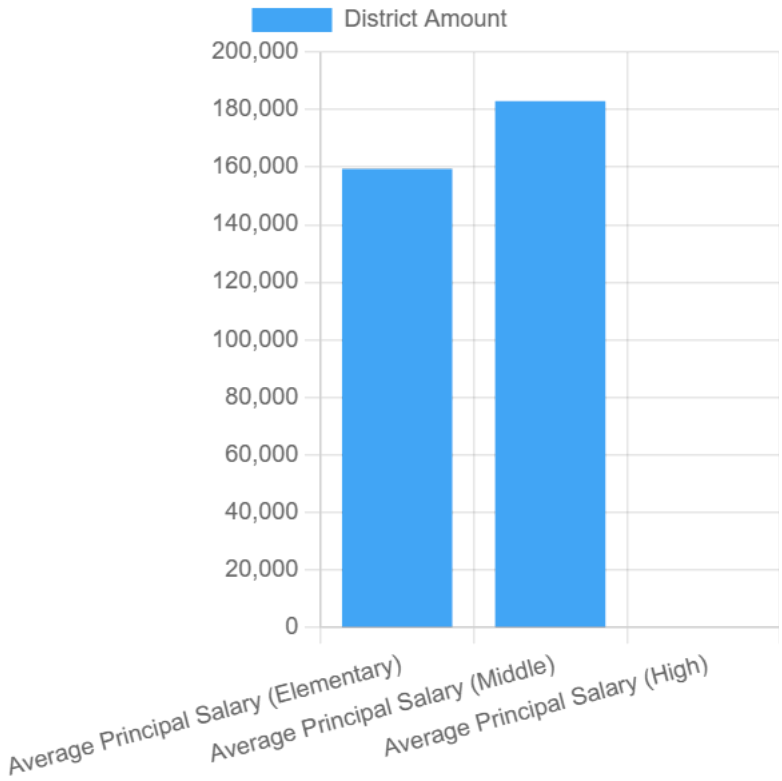
1. Reading and math intervention program for targeted students (K-3rd)
2. Counseling services for students with social/emotional or academic needs.
3. Instructional supplies and technology to support learning
4. Supplemental online learning tools (Brainpop, Reading A-Z, etc.)

Teacher and Administrative Salaries (Fiscal Year 2023–24)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$61287.00	$61596.88
Mid-Range Teacher Salary	$95919.00	$98902.37
Highest Teacher Salary	$117679.00	$126339.83
Average Principal Salary (Elementary)	$159412.00	$158382.71
Average Principal Salary (Middle)	$182994.00	$165207.00
Average Principal Salary (High)	$0.00	$162237.00
Superintendent Salary	$340290.00	$288331.69
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

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	2023–24	2024–25	2025–26
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3