

# School Accountability Report Card Reported for School Year 2005-06

*Published During 2006-07*

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.

DataQuest, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

## I. About This School

### Contact Information

This section provides the school's contact information.

School		District	
<b>School Name</b>	Santa Teresa High School	<b>District Name</b>	East Side Union High
<b>Street</b>	6150 Snell Ave.	<b>Phone Number</b>	408-347-5000
<b>City, State, Zip</b>	San Jose, Ca. 95123	<b>Web Site</b>	www.esuhsd.org
<b>Phone Number</b>	(408) 374-6200	<b>Superintendent</b>	Mr. Bob Nunez
<b>Principal</b>	Mr. John Durán	<b>E-mail Address</b>	nunezb@esuhsd.org
<b>E-mail Address</b>	duranj@esuhsd.org	---	---

### School Description and Mission Statement

This section provides information about the school's goals and programs.

Santa Teresa High School continues to pursue its established course toward excellence and success for all students. The staff members are addressing their goals by doing the following:  
Building a community of teachers who collaborate on curriculum and instruction and who engage in the study of teaching;

Providing all stakeholders the opportunity to have a voice in making decisions;

Creating a caring community where staff and students feel connected to the school and each other.

#### ***Mission Statement***

To provide a safe and caring learning environment where students achieve the academic, aesthetic, personal, and social development required to continue learning and pursuing post secondary education, to compete in a changing job market, and to participate in a multicultural democratic society.

#### ***Expected School-wide Learning Results***



**Expected School-wide Learning Results**



**Santa Teresa High School helping students get a GRASP on their future!**

**Goal oriented** reflecting on  
where they have been  
where they are now  
where they are going  
both short term  
and long term

**Responsible** (decisions)  
informed  
conscientious (reflection)  
moral (thinking beyond the self)  
timely

**Academically sound**  
reading, writing, and speech  
historical and cultural appreciation  
life and environmental appreciation  
calculations and logic  
technology and art appreciation

**Socially adept**  
communicate (through active listening, writing, speech, and other media)  
respect others' differences (age, gender, ethnicity and culture)  
participate actively  
encourage and critique  
compromise

**Problem-solvers**  
Think critically (analyze, synthesize, hypothesize, create...)  
**Research**  
Yes, apply knowledge to solve simple and complex real-life problems

Located at the southern tip of Silicon Valley, Santa Teresa, a comprehensive ninth through twelfth grade public high school, serves 2,324 students. Of this number, 46.74% are White, 28.93% are Hispanic, 14.75% are Asian, 4.7% are African American, 2.66% are Filipino, 0.66% are Pacific Islander, 0.58% are American Indian, and other are .98%. In addition, .06% of our students are Limited English Proficient (LEP), .10% have been reclassified as RFEP, .05% are Fluent English Proficient (FEP), and .09% of the students participate in the Free and Reduced Lunch Program. Santa Teresa High School is one of eleven comprehensive high schools, four small but necessary schools, and one continuation high school in the East Side Union High School District. Serving a culturally, academically, and economically diverse community, Santa Teresa High School values and celebrates its diversity. Although our students speak thirteen primary languages and come from a variety of socio-economic backgrounds, they interact harmoniously, and they share common goals of academic, personal, and social success.

The rich cultural diversity on this campus not only inspires much of the school's ongoing academic development, innovation, and community participation, but it also creates a family/community atmosphere that permeates every aspect of Santa Teresa High School. As an outgrowth of this community spirit, Santa Teresa students, parents, staff, community partners, business partners, and post-secondary partners not only support Santa Teresa activities, but they also routinely participate as equal partners in the planning, assessing, budgeting, and decision-making processes. Thus, in essence, Santa Teresa is a community collaborative.

## Opportunities for Parental Involvement

This section provides information about opportunities for parents to become involved with school activities.

<b>Contact Person Name:</b> <i>John Durán</i>	<b>Contact Person Phone Number:</b> <i>408-347-6210</i>
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Santa Teresa values and includes all stakeholders in all facets of the educational process. To encourage parent participation, Santa Teresa maintains a system of open two-way communication and employs a variety of ways to increase stakeholder communication. Not only is the School Accountability Report Card available on the district's website, but pertinent school information, including the results of the school evaluation process, school data, and school programs are also available to parents on the school's website and in the Principal's Newsletter, which is written in English, Spanish, and Vietnamese. In addition, to ensure ongoing communication, Santa Teresa utilizes the district's Parent Connect website to provide parents with immediate access to their students' grades, attendance, test scores, school programs, and activities as well as to facilitate parent communication with staff members. Because parent and community participation is essential to student achievement, Santa Teresa High School provides a number of parent involvement opportunities. The school has an active School Site Council, Santa Teresa Association of Music Boosters, Santa Teresa Athletic Boosters, Grad Night Committee, Santa Teresa Organization of Parents and Staff (STOPS) and a multitude of Parent Volunteers who selflessly devote their time to assist with the first day of school, test preparation, staffing the school store, organizing textbooks, and helping out with clerical tasks. To support parents, Santa Teresa hosts a variety of parent information nights, including but not limited to Financial Aid Night and Freshman Parent Orientation. Moreover, counselors annually schedule parent visits and workshops that include college information, financial aid, and graduation status.

## Student Enrollment by Grade Level

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	0	Grade 8	0
Grade 1	0	Ungraded Elementary	0
Grade 2	0	Grade 9	598
Grade 3	0	Grade 10	583
Grade 4	0	Grade 11	559
Grade 5	0	Grade 12	517
Grade 6	0	Ungraded Secondary	0
Grade 7	0	<b>Total Enrollment</b>	<b>2257</b>

## Student Enrollment by Group

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	4.7	White (not Hispanic)	46.7
American Indian or Alaska Native	0.6	Multiple or No Response	1.0
Asian	14.8	Socioeconomically Disadvantaged	14.5
Filipino	2.7	English Learners	6.0
Hispanic or Latino	28.9	Students with Disabilities	8.0
Pacific Islander	0.7	---	---

## Average Class Size and Class Size Distribution (Secondary)

This table displays by subject area the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2003-04				2004-05				2005-06			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
English	24.9	34	45		26.4	28	42	6	26.4	34	23	25
Mathematics	27.0	17	40	1	26.6	29	9	29	25.2	40	3	29
Science	29.7	5	46	5	32.1		31	21	34.1		12	38
Social Science	29.9	4	56	2	32.6		29	28	34.9		5	41

## II. School Climate

### School Safety Plan

This section provides information about the school's comprehensive safety plan.

<b>Date of Last Review/Update: Dec. 6, 2006</b>	<b>Date last Discussed with Staff: Dec. 6, 2006</b>
<p>Santa Teresa has a very detailed, comprehensive safety plan that outlines protocols, systems, and procedures in the event of any/all emergencies. This plan also contains the yearly safety goals as determined by the students, staff, and parents. The Safety Plan is developed by the Santa Teresa Safety Committee and reviewed by the District Safety Committee before it is presented to the East Side Union High School District Board of Trustees for adoption. The Safety Plan and drill procedures are reviewed during the year with all staff. Safety alerts are shared with all staff as needed throughout the school year. In addition, all required drills are calendared and completed and the results are communicated to all staff.</p>	
<p>The 2006-2007 Santa Teresa High School Site Safety Plan has a comprehensive, enforceable,</p>	

and continuous:

- ◆Behavior policy
- ◆Tardy policy
- ◆Multi-service team
- ◆Partnership with community agencies, City of San Jose, San Jose Police Department, and other agencies and groups that offer support services
- ◆Rules and regulations
- ◆Attendance policy
- ◆Safety team
- ◆Dress code policy
- ◆Referral process
- ◆Protocols for safety/emergency drills

## School Discipline Practices

This section provides information about the school's efforts to create and maintain a positive learning environment, including the school's use of disciplinary strategies.

Santa Teresa High School has a number of programs and practices that are designed to help promote a positive learning environment. These include:

- ◆**Student-Family Center** – The Student-Family Center provides non-academic counseling services for students and families. In addition to one on one services, the Student-Family Center provides groups in Anger Management, Drug & Alcohol Prevention and
- ◆**Weekly Multi-Service Team (MST) Meetings** – These meetings include Student-Family Center personnel, members of the school's discipline team, an academic counselor, a special education teacher, and representatives from community based organizations who provide services to Santa Teresa. Student cases are discussed and referrals for services are made in a strictly confidential manner. In addition, areas of concern (i.e., bullying, student resiliency, staff morale, etc.) are discussed and plans are made to address the issue(s).
- ◆**Target Graduation** – Counselors and teachers work with targeted seniors who are in danger of not graduating. They provide tutoring, mentoring and monitoring of these targeted 12th graders to help them make up credits and/or do other things so that they do graduate.
- ◆**ASB** – Working with the Activity Directors, the Associated Student Body provides a variety of activities (rallies, lunch time DJs, FANTASTIKS, Spirit Week, etc.) that promote positive school spirit and student involvement.
- ◆**Saturday School** – Is used as an alternative to suspending students from school. Students have discussions related to their offenses and ways they might act differently in the future. Videos on a variety of subjects related to teen behavior are part of the curriculum. Campus cleanup (weather permitting) may be part of the students' day. Students also reflect on their experience for the day.
- ◆**Student Advisor Mentors** – The student advisors, usually viewed as disciplinarians, mentor new teachers and veterans who ask for help. The advisors work with teachers on improving their classroom management skills, dealing with problem students, improving instructional techniques and other areas that help empower teachers. Their efforts have resulted in an improvement in the confidence of the teachers with whom they have worked, with a reduction in the number of disciplinary referrals written by these teachers.
- ◆**STAND (Socially Together And Naturally Diverse)** – This group sends a number of students to Camp Anytown, and they create and provide a number of forums that provide dialogues around difficult issues (i.e. racism, homosexuality/homophobia, treatment of physically handicapped students, etc.).

In order to develop and reinforce positive character traits, Santa Teresa clearly delineates expectations for student behavior at the school and in the community in its Parent/Student Handbook, which is mailed to all families and reviewed by all teachers so that students understand and are held accountable for ethical behavior. Included in the handbook are Santa

Teresa’s Sexual Harassment Policy, Anti- discrimination Policy, Family Educational rights & Policy Act, Guide for Grading, discipline Chart (indicating rule infraction consequences to ensure uniform adherence to the rules), District Policies pertaining to Student Behavior, and Santa Teresa’s vision, mission, and ESLRs. Moreover, all teachers incorporate their expectations for positive character traits in their “green sheets”, model appropriate behaviors, and integrate character education into their curricula. In addition to the above mentioned character development resources, teachers design lessons that require students to create a vision for their future. Students are expected to establish goals, create options, and take responsibility for pursuing their goals in a global society. As part of a global society, students learn to be responsible individuals, citizens, and global partners by donating their time to improve the welfare of others (e.g., CSF, NHS, and community service; Christmas Food Drive; peer counseling, etc.).

### Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06
<b>Suspensions</b>	10.1%	9.5%	7.6%	11.2%	7.9%	17.6%
<b>Expulsions</b>	0.4%	.14%	0.18%	0.2%	0.18%	0.15%

## III. School Facilities

### School Facility Conditions and Improvements

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

#### **Overview**

The District makes every effort to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the school office and at the district office.

#### **Age of School Buildings**

Although the main school campus was constructed in 1967, portable buildings have been added to accommodate diverse program needs.

#### **Maintenance and Repair**

District maintenance and facilities staff ensure that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

#### **Cleaning Process and Schedule**

The district’s Board of Trustees has adopted cleaning standards for all schools in the district. The Leadership Team works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

#### **Deferred Maintenance Budget**

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floors systems.

***Modernization Projects***

During the 2006-2007 school year, local Measure A and Measure G funds and state matching funds will be used to renovate existing facilities.

Santa Teresa High School is more than thirty (30) years old. Despite its age, the school facilities are maintained in a good state of repair. The facilities are clean, safe, and adequate for providing a quality education for all students. The science building was recently remodeled so students may learn in modern facilities. All classrooms provide adequate space for teaching and learning. Each building also provides an office, or offices, for teachers to use during their prep periods. Exterior campus grounds feature large expanses of lawn, dotted with trees and other shrubbery. Athletic fields are adequate for physical education classes. The football field, track and stadium were renovated to a waterless turf field, rubberized track and new aluminum stands with a press box and ticket booth. At night the campus is well lit with under eave and pole lighting. Student and staff restrooms are generally in very good repair. The floors and walls of the student restrooms are tiled, as are the floors and most of the walls in the staff restrooms. Santa Teresa High School is extremely suitable as a learning environment. Lighting in all areas is adequate for instruction, and there is a suitable HVAC system in place. However, the HVAC system is in need of repair in buildings 300 and 500. The fire alarm system has been refurbished with a new control panel following the complete rebuilding of the science buildings. The theater will be closed completely due to renovation, during which time updated classrooms, teacher offices, staging, seating areas, lights, a speaker system, and restrooms will be added. Santa Teresa has a very good technology infrastructure. Classrooms and offices have Internet drops, and a Digital High School grant has facilitated the creation of computer labs – including a mobile, wireless lab. The school began to participate in computerized classroom attendance April 5, 2004.

## School Facility Conditions Good Repair Status

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Facility in Good Repair		Repair Needed and Action Taken or Planned
	Yes	No	
Gas Leaks	X		
Mechanical Systems		X	500 Building needed repair. It was completed by outside company on 01/12/07.
Windows/Doors/Gates (interior and exterior)	X		
Interior Surfaces (walls, floors, and ceilings)	X		
Hazardous Materials (interior and exterior)	X		
Structural Damage	X		
Fire Safety	X		
Electrical (interior and exterior)	X		
Pest/Vermin Infestation	X		
Drinking Fountains (inside and outside)	X		
Restrooms	X		
Sewer	X		
Playground/School Grounds	X		

## IV. Teachers

### Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2003-04	2004-05	2005-06	2005-06
With Full Credential	82	84	84	1033
Without Full Credential	20	11	11	143
Teaching Outside Subject Area of Competence	0	0	0	---

## Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester).

Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2004-05	2005-06	2006-07
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

## Core Academic Classes Taught by NCLB Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at

<http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	88.0	12.0
All Schools in District	87.0	13.0
High-Poverty Schools in District	0.0	0.0
Low-Poverty Schools in District	87.0	13.0

## Substitute Teacher Availability

This section provides information about the availability of qualified substitute teachers and the impact of any difficulties in this area on the school's instructional program.

Finding and hiring qualified and effective substitute teachers is a critical problem for all East Side Union High School District schools. The current system is not effective or adequate to meet the needs of the local schools. The need for substitutes varies depending on the day of the week or the time of the year. Absences for illness, personal necessity leave, and professional development activities are all reasons that necessitate substitute teachers. When the need for substitutes exceeds the supply, the regular classroom teachers and administrators are called upon to fill in for the colleagues during their preparation period. Regardless of the reasons for calling in substitute teachers, the instructional program suffers when the regular teacher is absent. Consequently, every effort is made to minimize teacher absences.

All substitutes have a minimum of a Bachelor's Degree, have passed the California Basic Skills Test (CBEST), and hold the required credential to provide this service.

## Teacher Evaluation Process

This section provides information about the procedures and the criteria for teacher evaluations.

All teachers and staff are regularly evaluated. Formal teacher and staff evaluations are completed in accordance to District and bargaining unit regulations. First year teachers are evaluated at least twice during the school year, and all temporary and probationary teachers are evaluated

annually. All tenured teachers are evaluated every other year. In addition, drop in observations are made at the discretion of school administrators. The overall purpose of the class visits and evaluations is to reinforce good teaching practices and to assist teachers who may need improvement. The Administration promotes an open door policy and maintains a good rapport with the teaching staff.

## V. Support Staff

### Academic Counselors and Other Support Staff

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. 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.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2.0	1128.5
Library Media Teacher (Librarian)	1.0	---
Library Media Services Staff (paraprofessional)	1.0	---
Psychologist	1.0	---
Social Worker	0.0	---
Nurse	0.17	---
Speech/Language/Hearing Specialist	0.0	---
Resource Specialist (non-teaching)	0.0	---
Other	3.0	---

## VI. Curriculum and Instructional Materials

### Quality, Currency, and Availability of Textbooks and Instructional Materials

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Publisher & Publication Date	School Board Approval Date	Aligned with California State Content Standards	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
<b>Reading/Language Arts</b>				
English 1 – “The Language of Literature Ninth Grade”	McDougal Littell 2002	4/2004	Yes	0%
English 2 – “Timeless Voices, Timeless Themes Platinum”	Prentice Hall/ 1997	6/1998	Yes	0%

English 3 – “Timeless Voices Timeless Themes Am. Experience”	Prentice Hall/ 2000	6/2001	Yes	0%
English 4 – “The Language & Literature of The World”	McDougal Littell/2000	6/2002	Yes	0%
Composition & Literature – “Literature and Language Arts Third Course”	Holt/2003	6/2006	Yes	0%
<b>Mathematics</b>				
Algebra I – “E & A Algebra 1”	McDougal Littell/ 1998	6/1998	Yes	0%
Geometry – “Geometry”	McDougal Littell/ 2007	6/2006	Yes	0%
Algebra II – “Integrated Mathematics 3”	McDougal Littell/ 1998	6/1998	Yes	0%
Math Analysis – “Precalculus With Limits”	Houghton Mifflin/ 2001	6/2001	Yes	0%
Calculus – “Calculus”	John Wiley & Sons/ 1999	6/2001	Yes	0%
<b>Science</b>				
Integrated Science 1 – “Exploring Physical Science; Exploring Earth Science”	Prentice-Hall/1999	6/2000	Yes	0%
Biology – “Modern Biology”	Holt/ 1999, 2002	Orig. approval predates IPC Recs	Yes	0%
Chemistry – “Chemistry: Connections to our Changing World”	Prentice-Hall/ 2000, 2002	3/2000	Yes	0%
Physics – “Conceptual Physics”	Addison-Wesley/1992, 99, 02, 06	5/1993	Yes	0%
<b>History-Social Science</b>				
World History – “ Modern World History”	McDougal-Littell/ 2003	5/2001	Yes	0%
US History – “The United States and It’s People”	Addison-Wesley/1995	5/1996	Yes	0%
American Government – “Magruder’s American Government”	Prentice Hall/1997	6/1998	Yes	0%
American Government – “We The People”	Center for Civic Education/ 2002	5/1990	Yes	0%
Economics – “Holt Economics”	Holt/2003	11/2002	Yes	0%
Economics – “Junior Achievement”	Junior Achievement Corp.	6/1986	Yes	0%
<b>Foreign Language</b>				
Spanish 1, 2, 3 – “Realidades 1, 2, 3” Series	Prentice Hall/ 2004	5/2004	Yes	0%

Spanish 4 AP Language – “Abriendo Paso Gramatica” & “Abriendo Paso Lectura”	Heinle and Heinle/2007	5/1995	Yes	0%
French 1, 2, 3, 4 – “Discovering French 1, 2, 3” Series	McDougal Littell/2004	5/1994	Yes	0%
American Sign Language 1 – “Learning American Sign Language Levels 1/2”	Pearson Education/2004	Pending	Yes	0%
<b>English Language Development</b>				
ELD 1, 2, 3 – “Shining Star” Series (Keys to Learning thru Level C)	Pearson-Longman/2003	5/2005	Yes	0%
<b>Science Supplies and Lab Equipment</b>				
Each school received sufficient funds to purchase science supplies and lab equipment to meet deficiencies stated during Williams Settlement visitations.				

## VII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2004-05)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$5,846	\$777	\$5,069	\$68,001
District	---	---	\$6,074	\$67,720
Percent Difference - School Site and District	---	---	-\$1,005	\$281
State	---	---	\$4,743	\$60,037
Percent Difference - School Site and State	---	---	\$326	\$7,964

### Types of Services Funded

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

In addition to receiving a General Fund budget that provides for the normal day to day operational expenses of the school, Santa Teresa High School received categorical funds that provide supplemental funding for identified and specific needs of the school. The school's general fund and categorical budget provided for supplemental services and programs in the following areas:

- ◆GATE (gifted and talented)
- ◆EIA (counseling, assessment and instructional services for second language learners)
- ◆Professional Development funds to provide ongoing job-embedded professional development

- ◆Carl Perkins (provides services and programs to identified academy staff and students)
- ◆Safe School Initiative (support for programs that ensure school safety)
- ◆Ed Tech (provide support to maintain school web page)
- ◆School Safety (State monies to provide equipment, personnel and programs that ensure school safety)
- ◆MAA (provide funds to employ social work interns in the Healthy Start Mental Health facility)
- ◆SB813 Counseling (provide supplemental counseling for targeted 10th grade at risk students)
- ◆Learning Handicapped
- ◆Speech & Hearing Therapy
- ◆Psychological Testing
- ◆Adaptive Physical Education
- ◆ROP (Regional Occupational Program)
- ◆CCOC (Central County Occupational Center)
- ◆WEEP (Work Experience Exploratory Program)

### Teacher and Administrative Salaries (Fiscal Year 2004-05)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0405.asp>.

Category	District Amount	State Average For Districts In Same Category
<b>Beginning Teacher Salary</b>	\$44,393	\$37,671
<b>Mid-Range Teacher Salary</b>	\$75,604	\$63,121
<b>Highest Teacher Salary</b>	\$89,953	\$78,630
<b>Average Principal Salary (High)</b>	\$107,889	\$111,909
<b>Superintendent Salary</b>	\$236,920	\$163,061
<b>Percent of Budget for Teacher Salaries</b>	38.6	37.8
<b>Percent of Budget for Administrative Salaries</b>	4.6	5.2

## VIII. Student Performance

### California Standards Tests

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and proficiency level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

### CST Results for All Students -- Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
English-Language Arts	47	50	50	33	38	39	36	40	42
Mathematics	21	21	23	16	19	22	34	38	40
Science	28	26	41	20	23	36	25	27	35
History-Social Science	36	33	31	27	31	30	29	32	33

### CST Results by Student Group - Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	44	14	36	27
American Indian or Alaska Native	*	*	*	*
Asian	67	42	59	51
Filipino	57	24	33	26
Hispanic or Latino	32	11	23	17
Pacific Islander	36	27	*	*
White (Not Hispanic)	56	25	46	34
Male	45	23	40	33
Female	55	23	43	30
Economically Disadvantaged	37	19	29	23
English Learners	12	11	11	5
Students with Disabilities	8	4	10	5
Students Receiving Migrant Education Services	*	*	*	*

### Norm-Referenced Test (NRT)

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at <http://star.cde.ca.gov/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

## NRT Results for All Students -- Three Year Comparison

This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

Subject	School			District			State		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
Reading	69			47			43	41	42
Mathematics	68			53			51	52	53

## California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding the California Physical Fitness Test, and comparisons of a school's test results to the district and state levels, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

Grade Level	Percent of Students Meeting Fitness Standards
9	26.2

## IX. Accountability

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

### API Ranks -- Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2003-04	2004-05	2005-06
Statewide	7	8	8
Similar Schools	2	5	2

### API Changes by Student Group -- Three Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			API Score
	2003-04	2004-05	2005-06	2006
All Students at the School	33	5	1	741
African American	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	29	9	-5	839
Filipino	N/A	N/A	N/A	N/A
Hispanic or Latino	32	32	-11	656
Pacific Islander	N/A	N/A	N/A	N/A
White (not Hispanic)	37	-4	9	758
Socioeconomically Disadvantaged	49	53	2	696
English Learners	--	--	N/A	N/A
Students with Disabilities	--	--	N/A	491

### State Award and Intervention Programs

This section will contain information about the school's participation in various state intervention and award programs only to the extent these programs were funded for the period addressed by this report.

Santa Teresa High School is not an underperforming school requiring state interventions.

### Adequate Yearly Progress

The federal NCLB act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

## AYP Overall and by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	No	No
Participation Rate - English-Language Arts	Yes	No
Participation Rate - Mathematics	No	No
Percent Proficient - English-Language Arts	Yes	No
Percent Proficient - Mathematics	Yes	No
API	Yes	Yes
Graduation Rate	Yes	No

## Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement Implementation	N/A	2004-2005
Year in Program Improvement	N/A	Year 2
Number of Schools Currently in Program Improvement	---	2
Percent of Schools Currently in Program Improvement	---	11.8

## X. School Completion and Postsecondary Preparation

### Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Indicator	School			District			State		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Dropout Rate (1-year)	3.6	3.7	4.2	3.0	4.0	7.5	3.2	3.3	3.1
Graduation Rate	88.0	88.5	84.4	89.6	86.6	80.5	86.7	85.3	84.9

### Completion of High School Graduation Requirements

Beginning with the graduating class of 2006, students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2005-06 school year in the 12th grade, this table displays by student group the percent of students who

met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Due to the state's collection schedule for high school completion data, state level data for this reporting element will not be available for report cards published in the 2006-07 school year. Detailed information about the CAHSEE can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/hs/>. Note: "N/A" means that the student group is not numerically significant.

Group	Graduating Class of 2006		
	School	District	State
All Students	100%	98%	---
African American	N/A	98%	---
American Indian or Alaska Native	N/A	N/A	---
Asian	100%	98%	---
Filipino	N/A	99%	---
Hispanic or Latino	100%	96%	---
Pacific Islander	N/A	95%	---
White (not Hispanic)	100%	100%	---
Socioeconomically Disadvantaged	98%	95%	---
English Learners	N/A	83%	---
Students with Disabilities	100%	100%	---

### Career Technical Education Programs

This section provides information about the degree to which pupils are prepared to enter the workforce, including a list of career technical education (CTE) programs offered at the school.

Technology is integrated in most curriculum areas to enhance instruction and provide opportunities for students to participate in project-based assignments that not only add depth and complexity to lessons, but also provide them with the skills that are necessary to compete for jobs in a technology-based society. Students acquire and improve their computer skills through the many opportunities available to them in their classrooms and in campus computer labs. Students have access to the Internet and utilize it for research purposes. Many instructors integrate technology in their instruction and require their students to utilize technology in the preparation and presentation of assignments. In addition, Santa Teresa High School offers programs such as the Desktop Publishing Program, Virtual Enterprise Program, Business Communications, Graphic Design, Yearbook, CCOC, ROP, and Work Experience that teach students the skills needed to be successful in college and the workplace.

### Career Technical Education Participation

This table displays information about participation in the school's CTE programs.

Measure	CTE Program Participation
Number of Pupils	420
Percent of pupils completing a CTE program and earning a high school diploma	90.7%
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	17%

## Courses for University of California and/or California State University Admission

This table displays for the most recent year two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment and completion of courses required for UC/CSU admission can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Indicator	Percent
Students Enrolled in Courses Required for UC/CSU Admission	79.3
Graduates Who Completed All Courses Required for UC/CSU Admission	31.1

## Advanced Placement Courses

This table displays for the most recent year the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science	0	---
English	1	---
Fine and Performing Arts	0	---
Foreign Language	1	---
Mathematics	2	---
Science	2	---
Social Science	3	---
All courses	9	5.5

## College Admission Test Preparation Course Program

This section provides information about the school's college admission test preparation course program.

Santa Teresa High School provides college admission test preparation through a collaborative effort with private test preparation programs and community agencies. In addition, the school's guidance department and teachers provide students with necessary college admission test preparation.

## SAT Reasoning Test

This table displays the percent of the school's 12th grade students who voluntarily take the SAT Reasoning Test for college entrance, and the average verbal, math, and writing scores of those students. Detailed information regarding SAT results, and comparisons of these average scores to the district and state levels, can be found at the CDE Web site at <http://www.cde.ca.gov/ds/sp/ai/>. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

Indicator	2004	2005	2006
Percent of Grade 12 Students Taking the Test	43.6	43.3	48.2
Average Verbal Score	515	517	515
Average Math Score	525	534	543
Average Writing Score	---	---	515

## X. Instructional Planning and Scheduling

### School Instruction and Leadership

This section provides information about the structure of the school's instructional program and the experience of the school's leadership team.

**Curriculum Improvement Programs:** We place high emphasis on best practices, the quality of instruction, and the capacity for leadership. Staff development has included Reciprocal Teaching, and other reading strategies, school-wide training in standards alignment and assessment, rubrics development, and Classroom Organization and Management Program, and technology training.

**Standards:** Teachers plan standards alignment within their departments and within common subject areas. Teachers continue to develop performance rubrics that are more often based on the California content and performance standards. Teachers are collaborating to plan around our expectations and California State Standards. Lesson design is placed last.

**Leadership:** The leadership of Santa Teresa includes many levels.

♦The **School Site Council**, consisting of staff, parents, and students oversees the work of the school and the budgetary issues.

♦The **Instructional Team Leaders** is comprised of administrators, department chairpersons, and program coordinators. This body makes major decisions around activities, budgets and schedules that impact the classroom and their curriculum.

♦The **18.4 Committee** makes decisions that impact the staff working conditions.

♦Various committees, such as the **Technology and Staff Development Committees**, comprising staff, parents, and other community members, make decisions about their respective subject areas.

### Monitoring Progress

Each teacher is given a list of his/her students' data, including STAR, NWEA, and writing scores, twice yearly. This data helps the teacher to determine his/her own target students. All staff receive training on differentiated instruction, literacy, and the California Standards for the Teaching Profession. This training helps them to monitor, assess, and modify the curriculum based on their students' interests, backgrounds, and developmental needs. Student-centered

assignments enable all students to participate, and assessments such as rubrics provide them the results. Some teachers use Total Quality Management and require their students to submit their work until it meets the higher of the segments on their rubrics or within their expectations of quality work.

**Interventions** are based on student need through a Cycle of Inquiry. Teachers in these intervening programs use pre and post assessments to determine their students' achievement rates. Assessment of mastery occurs regularly via teacher-developed tests based on the curricular standards in all subject areas and additionally on an interim basis using the STAR and the California High School Exit Exam.

Interim testing is in the form of district-wide language, reading, and math test (Northwest Exam Corporation: NWEA); and GRADE test.

**Interventions and Supports:** We provide a number of support and intervention programs for all students but specifically target students whose CST scores are Basic, Below Basic and/or Far Below Basic, whose grades are below a 2.0, and whose behaviors result in referrals. Such programs are as follows.

- ◆ Student Family Center for counseling of all students with psycho-social issues
- ◆ Reading classes
- ◆ Study Skills classes
- ◆ Target Graduation Program for mentoring senior students who are in danger of not graduating
- ◆ Independent Studies
- ◆ Alternative Schools
- ◆ Gifted and Talented Program of Advanced Placement Courses
- ◆ Special Education courses in all core subjects, reading, and Adaptive P.E.
- ◆ English Language Learner Program
- ◆ After School Tutoring in the Career Center

**Subgroup Assessment Procedures:** All English Learners in the District take the CELDT Test, and this process begins in the summer and continues throughout the year as needed. These students are assessed for reclassification based on their having achieved the criteria established by the State of California and the East Side Union High School District. Hispanic students from a significant API sub target group are assessed yearly via the STAR, district and site interim testing, and teacher evaluative strategies.

**Equal Access:** All Special Education and English Language Development students are scheduled into classes based on their IEPs, teacher recommendation, and testing scores as ninth graders. They are placed in the least restrictive environment per their learning plans and potential for success. All other ninth graders are placed in English 1/9 or Advanced English 1/9, Algebra 1/9 or higher and Integrated Science 1 or biology. Those in need of intervention classes may give up an elective in order to receive support. New students are placed according to the information that they bring from their former schools. All students are encouraged to take challenging courses and to prepare for college and/or careers.

## **Professional Development**

This section provides information about the program for training the school's teachers and other professional staff.

Professional development opportunities for staff members are multifaceted and clearly and consistently linked to the state's standards and the school's core values. Santa Teresa has a coherent, comprehensive plan for professional development that is data driven and directly linked to teaching and learning. Not only do teachers and staff participate in staff development opportunities at the school, but they also take advantage of multiple professional development

opportunities at the District. In addition, many teachers take professional growth classes at local colleges and universities and attend workshops offered by the Santa Clara County Office of Education. BTSA, PAR and new teacher orientation meetings support new instructors. The school has created and successfully implemented a collaboration model for professional development. School wide and departmental meetings are held regularly so that teachers can continue to work on professional development to support school-wide efforts to align curriculum with rigorous state content standards as well as to provide instructional support for literacy and differentiation to assure the achievement of all students. To ensure a cycle of continuous improvement, professional development is personalized to address the needs of all subject-area teachers, staff, and administrators. Not only do professional development activities for teachers reflect a best practices approach, but they also align with the California Standards for the Teaching Profession. Teachers and staff participate in professional development that is aligned with their individual fields and district plans at multiple levels. At the school level, professional development is structured to have a generalized focus (e.g., standards-based instruction), and specific facets of the professional development program (e.g., specific instructional strategies) are personalized to address the specific content area dynamics and needs. For example, in English, teachers are examining student work to ascertain effective standards-based instructional strategies, while in Physical Education, teachers are reviewing the *FitnessGram* data to establish effective strategies for physical fitness instruction. The district also offers a multitude of professional development opportunities to broaden teachers' knowledge, enhance their classroom management skills, and augment their repertoire of best practices and strategies.

### Instructional Minutes

This table displays a comparison of the number of instructional minutes offered at the school to the state requirement for each grade level.

Grade Level	Instructional Minutes	
	Offered	State Requirement
K		36,000
1		50,400
2		50,400
3		50,400
4		54,000
5		54,000
6		54,000
7		54,000
8		54,000
9	64,800	64,800
10	64,800	64,800
11	64,800	64,800
12	64,800	64,800

### **Minimum Days in School Year**

This section provides information about the total number of days in the most recent school year that students attended school on a shortened day schedule and the reasons for the shortened day schedule.

Minimum Days for 2005-06 were held on each Monday of the calendar week. Students attended 180 days of the school calendar year. On the minimum days students were release at 1:35 p.m. Minimum days were used as collaboration days for staff to hold departments meetings, and prepare for the 2007-2008 Western Association of School and Colleges (WASC) review.