

# Santa Teresa High School

6150 Snell Rd. • San Jose, CA 95123 • 408.347.6200 • Grades 9-12

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## 2013-14 School Accountability Report Card Published During the 2014-15 School Year

### East Side Union High School District

830 N. Capitol Avenue  
San Jose, CA 95133  
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#### District Governing Board

Frank Biehl

J. Manuel Herrera

Van Thi Le

Magdalena Carrasco

Lan Nguyen

#### District Administration

Chris D. Funk  
Superintendent

Juan Cruz  
Associate Superintendent  
Educational Services

Marcus Battle  
Associate Superintendent  
Business Services

Cari Vaeth  
Associate Superintendent  
Human Resources

### School Description

Santa Teresa High School is "Helping students get a GRASP on their future! A community of: Goal oriented, Responsible, Academically sound, Socially adept, Problem solvers." It is the mission of Santa Teresa High School 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.

Santa Teresa High School is home to nearly 2300 amazing students who mature into fantastic young adults due to academic growth and personal achievement. With the assistance of nearly 150 staff members, the students at Santa Teresa High School have a variety of academic and extra-curricular opportunities that make an excellent high school experience. Santa Teresa High School offers 19 Advanced Placement courses (American Government, Art History, Biology, Calculus AB, Calculus BC, Chemistry, Computer Science, English Language, English Literature, Environmental Science, French Language, Physics 1 and 2, Psychology, Spanish Language, Statistics, Studio Art: 2D, Studio Art: Drawing and Painting, US History, and World History), a variety of World Languages (American Sign Language, French, Spanish, and Vietnamese), a variety of Performing Arts (Concert Band, Drama, Film Studies, Guitar, Jazz Ensemble, Marching Band, Musical Theater, Technical Theater, and Wind Ensemble), a variety of Visual Arts (Art, Crafts, Digital Photography, Drawing and Painting, and Multimedia) and an outstanding Broadcast Media program. In addition, Santa Teresa High School boasts an award winning Leadership program, nearly three dozen different student clubs, an award winning Marching Band, an award winning Robotics program, and an award winning Spirit program. For our students who need a little extra help, Santa Teresa High School offers two co-taught courses (Biology and Geometry), a comprehensive tutoring map, and a plethora of tutoring programs available throughout the week. Athletically, Santa Teresa High School is one of the few schools with nearly all of the teams competing in the highest division and routinely competing in the various CCS tournaments.

Santa Teresa High School is a tremendously safe campus due to the vigilance of all students and staff and the support and involvement of our families. Bullying, drugs, and weapons are not a part of the ST culture. Also, Santa Teresa High School is blessed with tremendous parent and guardian support. Santa Teresa High School would not enjoy success without the continued support of the Santa Teresa Organization of Parents and Staff (STOPS), the Santa Teresa Athletic Booster Club (STABC), the Santa Teresa Music and Arts Association (STMAA), the African American Student Advocates (AASA), and the Latino Parent Coalition (LPC).

Welcome to the home of the Saints!

## About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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 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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school at 408.347.6200.

### 2013-14 Student Enrollment by Grade Level

Grade Level	Number of Students
Gr. 9	587
Gr. 10	547
Gr. 11	602
Gr. 12	535
<b>Total</b>	<b>2,271</b>

### 2013-14 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	4.8
American Indian or Alaska Native	0.6
Asian	17.0
Filipino	3.7
Hispanic or Latino	38.7
Native Hawaiian/Pacific Islander	0.4
White	30.5
Two or More Races	3.6
Socioeconomically Disadvantaged	24.7
English Learners	5.8
Students with Disabilities	9.5

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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 Credentials

Santa Teresa High School	12-13	13-14	14-15
<b>Fully Credentialed</b>	85.8	93	106
<b>Without Full Credential</b>	3	0	2
<b>Teaching Outside Subject Area of Competence</b>	0	0	0
East Side Union High School District	12-13	13-14	14-15
<b>Fully Credentialed</b>	◆	◆	949
<b>Without Full Credential</b>	◆	◆	32
<b>Teaching Outside Subject Area of Competence</b>	◆	◆	5

### Teacher Misassignments and Vacant Teacher Positions at this School

Santa Teresa High School	12-13	13-14	14-15
<b>Teachers of English Learners</b>	1	0	1
<b>Total Teacher Misassignments</b>	1	0	1
<b>Vacant Teacher Positions</b>	0	0	0

\* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Core Academic Classes Taught by Highly Qualified Teachers

2013-14 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
<b>This School</b>	99.73	0.27
Districtwide		
<b>All Schools</b>	96.57	3.43
<b>High-Poverty Schools</b>	95.73	4.27
<b>Low-Poverty Schools</b>	98.84	1.16

\* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)**

**Textbooks and Instructional Materials**

**Year and month in which data were collected: September 2014**

<b>Core Curriculum Area</b>	<b>Textbooks and Instructional Materials/Year of Adoption</b>
<p><b>Reading/Language Arts</b></p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>	<p>English 1 – “The Language of Literature” Grade 9 McDougal Littell 2002</p> <p>English 2 – “The Language of Literature” Grade 10 McDougal Littell 2002</p> <p>English 3 – “Timeless Voices Timeless Themes Am. Experience” Prentice Hall 2000</p> <p>ERWC (English 4)-- Expository Reading and Writing Course Student Reader</p>
<p><b>Mathematics</b></p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>	<p>Mathematics Vision Project, Secondary Math 1, 2012</p> <p>Geometry – “Geometry” McDougal Littell 2007</p> <p>Algebra II – “Algebra 2” McDougal Littell 2007</p> <p>Math Analysis – “Precalculus With Limits A Graphing Approach” Brooks/Cole Cengage Learning 2012</p>
<p><b>Science</b></p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>	<p>Integrated Science 1 – “Science Spectrum” Holt 2000</p> <p>Biology – CK-12 ESUHSF Flexbook 2014</p> <p>Chemistry – “Chemistry: Connections to our Changing World” Prentice-Hall/2000, 2002</p> <p>Physics – “Principles and Problems” Glencoe 2002</p>
<p><b>History-Social Science</b></p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>	<p>World History – “Modern World History” McDougal-Littell 2003</p> <p>US History – “The American Vision” Glencoe 2006</p> <p>American Government – “Magruder’s American Government” Prentice Hall 1997</p> <p>American Government – “We the People” Center for Civic Education 2002</p> <p>Economics – “Holt Economics” Holt 2003</p>
<p><b>Foreign Language</b></p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>	<p>Textbooks and Instructional Materials in use are standards aligned and officially adopted</p>
<p><b>Health</b></p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>	<p>Textbooks and Instructional Materials in use are standards aligned and officially adopted</p>
<p><b>Visual and Performing Arts</b></p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>	<p>Textbooks and Instructional Materials in use are standards aligned and officially adopted</p>
<p><b>Science Laboratory Equipment</b></p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>	<p>Science labs are adequately equipped</p>

**School Facility Conditions and Planned Improvements (Most Recent Year)**

**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.

**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.

Santa Teresa High School was opened in 1974. Although the main school campus was constructed in 1967, portable buildings have been added to accommodate diverse program needs. A Multi-Purpose Building, complete with restrooms, two classrooms, and a multi-purpose room opened in 2010. The 200 building was renovated and reopened in 2013.

**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.

**Maintenance Projects**

Local Measure A, Measure G, and Measure E bond funds and state matching funds have been used to renovate existing facilities.

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. All classrooms provide adequate space for teaching and learning. Each building also provides an office 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. All student and almost all staff restrooms are newly renovated. 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. The fire alarm system has been refurbished with a new control panel. The theater was completely renovated and Santa Teresa has a very good technology infrastructure.

**Modernization Projects**

Thanks to our community for passing the Measure- E Bond, we built a new multi-purpose building and modernized the 200 building and both of the main student restrooms.

The new multi-purpose building was completed in 2010 and it has two regular classrooms with 21st century teaching units and SMART boards. This building has a large 5000 square foot room that will be used for testing, presentations, and large group meetings. The multi-purpose building also includes additional restrooms for students and staff. The 200 building was renovated, transforming the original classrooms into 21st century teaching units, complete with greater natural light, SMART boards, tack-able wall space, and shared iPad carts. The Counseling offices were relocated to a wing of the original campus library and new offices were built. The bookroom, originally in the 100 building was moved to the 200 building and designed to eventually accommodate student tablets and e-readers rather than bulky textbooks.

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: July 2014**

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	[X]	[ ]	[ ]	Bldg 100: HVAC room 106 & 107 works off and on, needs to be replaced. Action/plan-Site to submit work order and M&O to schedule the work. Bld 500 Main South, Bld 500 Small North & Bld 600 Theater: the HVAC sometimes shut off- Action/plan-Site to submit work order and M&O to schedule the work. Bld 800: the restrooms attached to the building get backed up-Action/plan-Site to submit work order and M&O to schedule the work. Landscape/Hardscape: sewer item noted but no details provided- Action/plan-Site to submit work order and M&O to schedule the work.
<b>Interior:</b> Interior Surfaces	[ ]	[X]	[ ]	Bld 300: the interior of all classrooms need to be repainted-Action/plan-Site to submit work order and M&O to schedule the work. Bld 808 & 809 Portable CR: classrooms need to be painted- Action/plan-Site to submit work order and M&O to schedule the work. Bld 1200 Childcare: the interior of the facility needs to be painted-Action/plan-Site to submit work order and M&O to schedule the work. Bld P1, P2, P3 & P4 Portable CR: the interior of the facility needs to be painted and the carpets need to be replaced-Action/plan-Site to submit work order and M&O to schedule the work.

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: July 2014**

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	[ ]	[X]	[ ]	Bld 500 Main South, Bld 500 Small North & Bld 600 Theater: the squirrels have caused erosion around the walkways-Action/plan-Site to submit work order and M&O to schedule the work. Bld 808 & 809 Portable CR: the squirrels have caused erosion around the portables exterior foundations-Action/plan-Site to submit work order and M&O to schedule the work. Landscape/Hardscape: the ground squirrels have burrowed around the school causing erosion around the walkways and athletic fields-Action/plan-Site to submit work order and M&O to schedule the work. Soccer Complex: the ground squirrels have burrowed around the school causing erosion-Action/plan-Site to submit work order and M&O to schedule the work. Softball Complex North & South: the ground squirrels have burrowed around the school causing erosion-Action/plan-Site to submit work order and M&O to schedule the work.
<b>Electrical:</b> Electrical	[X]	[ ]	[ ]	Bld 300: the electrical breakers in the 300 bld sometimes shut off-Action/plan-Site to submit work order and M&O to schedule the work. Exterior Lighting: some of the lighting will randomly turn on and off around the back area of the 400 and 500 Bldgs-Action/plan-Site to submit work order and M&O to schedule the work.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	[ ]	[ ]	[X]	Bld 400 Science Small East: the restrooms attached to the building get backed up and sometimes flood-Action/plan-Site to submit work order and M&O to schedule the work. Soccer Complex: the sinks need to be replaced in the area that serve both baseball and soccer area and they often leak-Action/plan-Site to submit work order and M&O to schedule the work. Softball Complex South: the fountains need to be replaced-Action/plan-Site to submit work order and M&O to schedule the work. Tennis Courts: item noted but no details provided-Action/plan-Site to submit work order and M&O to schedule the work.
<b>Safety:</b> Fire Safety, Hazardous Materials	[X]	[ ]	[ ]	No comments noted.

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: July 2014**

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Structural:</b> Structural Damage, Roofs	[ ]	[X]	[ ]	Baseball Complex: there are several ground squirrels in the fields that have caused large size holes and burrows-Action/plan-Site to submit work order and M&O to schedule the work. Bld 100: there are some cracked roof tiles-Action/plan-Site to submit work order and M&O to schedule the work. Bld 300: there are some cracked roof tiles-Action/plan-Site to submit work order and M&O to schedule the work. Bld 400 Science Small East: during the winter there has been roof leaks-Action/plan-Site to submit work order and M&O to schedule the work. Bld 500 Main South & Bld 500 Small North: item noted but no details provided-Action/plan-Site to submit work order and M&O to schedule the work. Bld 800: the squirrels have caused erosion around the walkways and cracked the concrete inside the classrooms. Also roof item noted but no details-Action/plan-Site to submit work order and M&O to schedule the work. Swimming Pool Complex: the swimming pool is pending remodeling and renovation-Action/plan-Facilities is in the process of planning this project.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[ ]	[ ]	Baseball Complex: the fence around the diamond needs to be repaired-Action/plan-Site to submit work order and M&O to schedule the work. Tennis Courts: the tennis courts are weathered and need repair. The cage areas around the court has holes and the tarp that wraps around the fence is tornAction/plan-Site to submit work order and M&O to schedule the work.
<b>Overall Rating</b>	<b>Exemplary</b> [ ]	<b>Good</b> [ ]	<b>Fair</b> [X]	<b>Poor</b> [ ]

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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 Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	64	59	69	52	52	53	60	59	60

\* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	59	61	61	49	50	52	54	56	55
Math	35	31	28	30	29	28	49	50	50
HSS	44	41	42	43	43	45	48	49	49

\* STAR Program was last administered in 2012-13. Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

#### Academic Performance Index Ranks - Three-Year Comparison

API Rank	2010-11	2011-12	2012-13
Statewide	7	6	6
Similar Schools	5	3	2

\* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

#### Grade Level

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	15.5	27.4	44.1

\* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

#### 2013-14 CAASPP Results by Student Group

Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	53
All Student at the School	69
Male	71
Female	67
Black or African American	57
American Indian or Alaska Native	
Asian	86
Filipino	86
Hispanic or Latino	58
Native Hawaiian/Pacific Islander	
White	74
Two or More Races	79
Socioeconomically Disadvantaged	59
English Learners	39
Students with Disabilities	30
Students Receiving Migrant Education Services	

\* CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

#### API Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	4	-4	-3
Black or African American			
American Indian or Alaska Native			
Asian	21	-6	-2
Filipino			
Hispanic or Latino	-10	-3	12
Native Hawaiian/Pacific Islander			
White	6	0	-9
Two or More Races			
Socioeconomically Disadvantaged	-3	-13	7
English Learners	23	5	-21
Students with Disabilities	40	12	-38

\* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

### Opportunities for Parental Involvement

Parent Community Involvement Specialist: Elvin Jackson (408) 347-6233

To ensure ongoing communication, Santa Teresa utilizes Schoolloop to provide parents with immediate access to their students' grades, attendance, school programs, and activities as well as to facilitate parent communication with staff members. Parent and community participation is essential to student achievement and Santa Teresa High School provides a number of parent organizations. The school has an active School Site Council, a music and arts booster club (Santa Teresa Music and Arts Association), an athletics booster club (Santa Teresa Athletic Boosters Club), a parent/teacher association (Santa Teresa Organization of Parents and Staff (STOPS), and parent advocacy groups, (Latino Parent Coalition and African American Student Advocates). Santa Teresa High School parents, guardians, and community members selflessly devote their time to assist with the first day of school, test preparation, school activities, extra curricular programs, and teams and clubs. To support parents, Santa Teresa hosts a variety of parent information nights, including, but not limited to Financial Aid Night, Freshman Parent Orientation, grade level workshops, college information, Advanced Placement information nights, and at-risk forums.

### State Priority: School Climate

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

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

### School Safety Plan

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 School Site Council and 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. Santa Teresa's campus is supervised by administration, advisors, monitor, one on-campus San Jose Police Officer, and certificated staff during school day hours.

The Santa Teresa High School Site Safety Plan is in compliance with district policies that govern all school sites in developing, implementing a comprehensive, enforceable, and continuous living document that deals with Behavior policy, Rules and regulations, Dress code, Tardy, Attendance, Referral process, Multi-service team, Safety team and Protocols for safety/emergency drills.

We have partnerships with community agencies, City of San Jose, San Jose Police Department, and other Safety and Mental Health agencies and groups that offer support services.

### Suspensions and Expulsions

School	11-12	12-13	13-14
Suspensions Rate	4.3	4.4	3.1
Expulsions Rate	0.1	0.2	0.1
District	11-12	12-13	13-14
Suspensions Rate	5.4	4.2	4.5
Expulsions Rate	0.1	0.1	0.1
State	11-12	12-13	13-14
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

\* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.



## 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.

2013-14 Adequate Yearly Progress Overall and by Criteria		
AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	No	No
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	No	No
Met Percent Proficient: Mathematics	Yes	No
Met API Criteria	No	Yes

2014-15 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		16
Percent of Schools Currently in Program Improvement		84.2

\* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	3
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	.25
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	0
Resource Specialist	0
Other	0
Average Number of Students per Staff Member	
Academic Counselor	745

\* 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.

Average Class Size and Class Size Distribution												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	12	13	14	12	13	14	12	13	14	12	13	14
English	29.4	28	31	13	15	9	32	38	24	45	41	50
Math	29.7	27	32	14	21	8	11	27	12	47	41	52
Science	30.9	31	34	4	6		15	16	10	38	43	51
SS	31.8	27	33	3	16	4	21	18	12	29	42	48

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

FY 2012-13 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,104	\$42,957
Mid-Range Teacher Salary	\$74,444	\$69,613
Highest Teacher Salary	\$95,445	\$89,407
Average Principal Salary (ES)	\$0	
Average Principal Salary (MS)	\$0	\$120,526
Average Principal Salary (HS)	\$128,614	\$129,506
Superintendent Salary	\$235,000	\$207,044
Percent of District Budget		
Teacher Salaries	39	37
Administrative Salaries	4	5

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$6,477	\$1,416	\$5,061	\$75,477
District	♦	♦	\$5,722	\$76,437
State	♦	♦	\$4,690	\$72,276
Percent Difference: School Site/District			-11.6	-2.9
Percent Difference: School Site/ State			-8.6	5.4

### Types of Services Funded at Santa Teresa High School

Santa Teresa High School receives a small amount from Title I, Professional Development, and Economic Impact Aid (E.I.A.) which assists us in funding a period release for the Professional Development Coordinator. These funds also help in providing some materials, and books needed for our English Language Learners. We receive some State M.A.A. funding that covers the cost of our Student Family Center Coordinator assisting with professional mental health services.

### Professional Development provided for Teachers at Santa Teresa High School

Professional development opportunities for staff members are multifaceted and clearly and consistently linked to the state's standards, district goals, the school's core values, and occur during the school year and summer break. Our school 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 and throughout the country. 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. BTSAs 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., higher order thinking, teaching, and learning, Common Core State Standards, etc.), and specific facets of the professional development program (e.g., specific instructional strategies) are personalized to address the specific content area dynamics and needs. 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 instructional strategies.

**2013-14 California High School Exit Examination Grade Ten Results by Student Group**

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	45	23	32	38	33	30
All Students at the School	33	26	42	25	37	38
Male	38	28	34	26	36	38
Female	28	24	48	25	37	38
Black or African American	47	30	23	41	41	17
American Indian or Alaska Native						
Asian	17	23	61	7	28	65
Filipino	32	18	50	24	38	38
Hispanic or Latino	45	28	27	35	42	23
Native Hawaiian/Pacific Islander						
White	23	26	51	19	35	46
Two or More Races	22	11	67	21	26	53
Socioeconomically Disadvantaged	50	26	24	33	40	27
English Learners	95	5		78	22	
Students with Disabilities	77	15	8	55	27	18
Students Receiving Migrant Education Services						

\* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAHSEE Results for All Students - Three-Year Comparison Percent of Students Scoring at Proficient or Advanced			
<b>Santa Teresa High School</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>
English-Language Arts	68	66	67
Mathematics	71	71	75
<b>East Side Union High School District</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>
English-Language Arts	54	56	50
Mathematics	61	63	56
<b>California</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>
English-Language Arts	56	57	56
Mathematics	58	60	62

\* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Completion of High School Graduation Requirements			
Group	Graduating Class of 2013		
	School	District	State
All Students	90.78	82.21	84.56
Black or African American	92.31	79.72	75.90
American Indian or Alaska Native	100.00	62.96	77.82
Asian	94.81	92.55	92.94
Filipino	92.86	90.53	92.20
Hispanic or Latino	86.31	73.24	80.83
Native Hawaiian/Pacific Islander	75.00	86.67	84.06
White	91.53	88.08	90.15
Two or More Races	150.00	88.46	89.03
Socioeconomically Disadvantaged	76.92	75.66	82.58
English Learners	50.00	55.53	53.68
Students with Disabilities	60.00	59.46	60.31

Dropout Rate and Graduation Rate			
<b>Santa Teresa High School</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>
Dropout Rate (1-year)	9.1	9.1	6.4
Graduation Rate	88.44	89.98	89.90
<b>East Side Union High School District</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>
Dropout Rate (1-year)	17.4	14.8	13.5
Graduation Rate	77.13	80.11	81.95
<b>California</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>
Dropout Rate (1-year)	14.7	13.1	11.4
Graduation Rate	77.14	78.87	80.44

2013-14 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	1	♦
English	4	♦
Fine and Performing Arts		♦
Foreign Language	3	♦
Mathematics	7	♦
Science	10	♦
Social Science	13	♦
All courses	38	0.7

\* Where there are student course enrollments.

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2013-14 Enrollment in Courses Required for UC/CSU Admission	81.86
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	42.96

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	45
% of pupils completing a CTE program and earning a high school diploma	100%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0%

### Career Technical Education Programs

Santa Teresa High School offers the following Career Technical Education Programs. These programs integrate core academic knowledge with technical and occupational knowledge to provide students with a pathway to postsecondary education and careers.

#### Central County Occupational Center (CCOC)

- Variety of morning and afternoon courses that prepare high school students for future careers and workforce.

#### Work Experience