

Santa Teresa High School

2021 School Accountability Report Card



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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) 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.

2021-22 School Contact Information

School Name	Santa Teresa High School
Street	6150 Snell Avenue
City, State, Zip	San Jose, CA 95363
Phone Number	408-347-6210
Principal	Dr. Jesus Marron
Email Address	marronj@esuhsd.org
School Website	https://santateresahigh.esuhsd.org
County-District-School (CDS) Code	43694274330023

2021-22 District Contact Information

District Name	East Side Union High School District
Phone Number	(408) 347-5000
Superintendent	Glenn Vander Zee
Email Address	vanderzeeg@esuhsd.org
District Website Address	www.esuhsd.org

2021-22 School Overview

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 models and practices the “Be a saint” slogan. It describes the critical attributes of students, faculty, and staff and how we envision ourselves in the greater community. As Saints, we have respect, have the ability to achieve, and a can-do attitude.

Santa Teresa High School is home to nearly 2200 amazing students who mature into fantastic young adults due to academic growth and personal achievement. With the assistance of almost 150 staff members, the students at Santa Teresa High School have various academic and extra-curricular opportunities that make an excellent high school experience. Santa Teresa High School offers 24 Advanced Placement courses (American Government, Art History, Biology, Calculus AB, Calculus BC, Chemistry, Computer Science A, English Language, English Literature, Environmental Science, French Language, Macro Economics, Physics 1 and 2, Principles of Computer Science, Psychology, Spanish Language, Spanish Literature, 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 two Career Technical Education pathways: Computer Science and Multi-Media. In addition, Santa Teresa High School boasts an award-winning Leadership program, nearly three dozen different student clubs, an award-winning International Relations Club, 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 advisory and tutorials during the week. In addition, a plethora of tutoring programs is available throughout the week. We also have two school social workers that oversee our Mental Health and Wellness Center. 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. 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 Parent Teacher Association (ST PTO), the Santa Teresa Athletic Booster Club (STABC), the

2021-22 School Overview

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 this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	534
Grade 10	583
Grade 11	535
Grade 12	525
Total Enrollment	2,177

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	0.1
Asian	24.1
Black or African American	3.2
Filipino	4
Hispanic or Latino	40
Native Hawaiian or Pacific Islander	0.2
Two or More Races	6.4
White	21.9
English Learners	5.4
Foster Youth	0.1
Homeless	0.2
Socioeconomically Disadvantaged	23.3
Students with Disabilities	11

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

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

2020-21 Teacher Preparation and Placement

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)	84.8	91.5	943.4	83.4	228366.1	83.1
Intern Credential Holders Properly Assigned	0.0	0.0	29.9	2.6	4205.9	1.5
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.1	1.3	71.8	6.4	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.5	1.6	25.5	2.3	12115.8	4.4
Unknown	5.2	5.6	60.9	5.4	18854.3	6.9
Total Teaching Positions	92.7	100.0	1131.8	100.0	274759.1	100.0

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2020-21 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21
Permits and Waivers	0.0
Misassignments	1.1
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	1.1

2020-21 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21
Credentialed Teachers Authorized on a Permit or Waiver	0.6
Local Assignment Options	0.9
Total Out-of-Field Teachers	1.5

2020-21 Class Assignments

Indicator	2020-21
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	4.0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	5.8

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Santa Teresa High School utilizes textbooks and instructional materials approved and adopted through our IPC. These materials most directly support standards-based teaching aligned with common core teaching.

Year and month in which the data were collected October 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	English 1 – “The Language of Literature” Grade 9 McDougal Littell 2002 English 2 – “The Language of Literature” Grade 10 McDougal Littell 2002 English 3 – MyPerspectives: American Literature//Pearson ERWC -- Expository Reading and Writing Course Student Reader AP Composition and Language-- The Norton Reader AP Composition and Literature--The Intro to Literature	Yes	0%
Mathematics	CCSS Math 1 – "Big Ideas Integrated Mathematics I," Big Ideas Learning, LLC 2016 CCSS Math 2 – "Big Ideas Integrated Mathematics II," Big Ideas Learning, LLC 2016 CCSS Math 3 – "Big Ideas Integrated Mathematics III," Big Ideas Learning, LLC 2016 Math Analysis – “Precalculus With Limits A Graphing Approach” Brooks/Cole Cengage Learning 2012 AP Calculus AB - Calculus w/Analytic Geometry, 9th ed: Houghton Mifflin Harcourt; 2010 AP Calculus BC - Calculus w/Analytic Geometry, 9th ed: Houghton Mifflin Harcourt; 2010	Yes	0%

	<p>AP Statistics - The Practice of Statistics, 4th ed: Freeman; 2010</p> <p>Exploring Computer Science - ECS: Exploring Computer Science; Joanna Goode, Gail Chapman 2016</p> <p>AP Computer Science A - Online materials</p> <p>AP Computer Science Principles - Online materials</p> <p>Mathematical Reasoning with Connections - MRWC materials provided by CSU</p>		
Science	<p>NGSS Biology - The Living Earth -- CK-12 eTextbook</p> <p>NGSS Chemistry in Earth's System – CK-12 eTextbook</p> <p>NGSS Physics of the Universe - SCK-12 eTextbook</p> <p>Forensic Science - A Hands-on Introduction to Forensic Science 2014</p> <p>Physiology- Holes Essentials of Anatomy and Physiology, McGraw Hill, 2002</p> <p>AP Biology- Campbell AP Biology In Focus 1st edition- Prentice Hall 2004</p> <p>AP Chemistry- Chemistry The Central Science- Brown & Lemay</p> <p>AP Physics 1 and 2- Physics AP- Cutnell and Johnson , Wiley 2012</p> <p>AP Environmental Science- Living In The Environment- Miller/Spoonman - Cengage 2015</p> <p>Living Earth Essentials - CK-12 eTextbook</p> <p>Physical Science Essentials - CK-12 eTextbook</p>	Yes	0%
History-Social Science	<p>World History – “Modern World History” McDougal-Littell 2003</p> <p>US History – “The American Vision” Glencoe/McGraw Hill 2006</p> <p>American Government – “Government Alive! Power, Politics and You” TCI 2014</p> <p>Economics – “Econ Alive! The Power to Choose” TCI 2015</p> <p>AP World History - "The Earth and Its Peoples AP Edition" Cengage Learning 2018</p> <p>AP US History - "America's History for the AP Course" Bedford 2014</p> <p>AP Government - "Government in America" Pearson Learning 2014</p> <p>AP Macro/Micro Economics - "Economics (AP)" McGraw Hill 2014</p> <p>AP Human Geography - "The Cultural Landscape: An Introduction" Prentice Hall 2014</p> <p>AP Psychology - "Psychology for AP" Worth 2015</p> <p>World Geography - "Geography Alive!" TCI 2011</p>	Yes	0%
Foreign Language	Textbooks and Instructional Materials in use are standards aligned and officially adopted	Yes	0%
Health	Textbooks and Instructional Materials in use are standards aligned and officially adopted	Yes	0%
Visual and Performing Arts	Textbooks and Instructional Materials in use are standards aligned and officially adopted	Yes	0%
Science Laboratory Equipment (grades 9-12)	Science labs are adequately equipped	Yes	0%

School Facility Conditions and Planned Improvements

Santa Teresa High School was opened in 1974. Although the main school campus was constructed in 1967, 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. 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, tackable 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. August 2015, stadium lights were installed for Friday Night football games, marching band practices, and men and women soccer games. A concession stand and restroom facility was also installed at the stadium in the Summer/Fall of 2017. Hardscape and landscape projects were completed during the 2017-18 school year, converting the wasted space at the entrance of the Santa Teresa Blvd parking lot to a welcoming, lit plaza; replacing the bricks around the 500 buildings with drought tolerant plants; asphaltting the space to the north of the 600 building; installing drought tolerant plants around the 600 building; and reseeding the grass area in the center of the campus. A new track and football field were installed at the stadium in Summer 2019. A new soccer field was installed the summer 2021. There are also plans to begin construction on a new building that will house additional science classrooms during the 2021-2022 school year.

Year and month of the most recent FIT report

Sept. 2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		Broken ceiling tile, missing ceiling tile, missing ceiling light cover. Water leak stain on ceiling tiles, no leaks. Open clock hole on wall. Team room paint peeling. Door hinges need adjustment.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			503 needs cleanliness. Site to address.
Electrical	X			Found extension cord used as permanent power. Electrical panel not clear. Electrical Room locked.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Water fountain across electrical room needs leak repairs. Shower valves leak, open plumbing access, cover missing lock.
Safety: Fire Safety, Hazardous Materials		X		Fire extinguishers are blocked. Household chemicals need to be safely stored. Missing fire extinguishers. Helium tanks unsecured. Secondary device needs to be removed.

			Portable-1 candles throughout room is a fire hazard
Structural: Structural Damage, Roofs	X		
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		Found broken water pipe outside theater, irrigation team corrected leak. Gophers / ground squirrels across campus, third party company contracted to address.

Overall Facility Rate			
Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	525	329	62.67	37.33	78.12
Female	259	153	59.07	40.93	82.35
Male	266	176	66.17	33.83	74.43
American Indian or Alaska Native	--	--	--	--	--
Asian	147	116	78.91	21.09	89.66
Black or African American	17	9	52.94	47.06	--
Filipino	13	8	61.54	38.46	--
Hispanic or Latino	188	96	51.06	48.94	66.67
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	35	20	57.14	42.86	90
White	124	80	64.52	35.48	76.25
English Learners	17	8	47.06	52.94	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	110	64	58.18	41.82	71.88
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	53	14	26.42	73.58	42.86

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	525	278	52.95	47.05	63.67
Female	259	126	48.65	51.35	61.90
Male	266	152	57.14	42.86	65.13
American Indian or Alaska Native	--	--	--	--	--
Asian	147	108	73.47	26.53	86.11
Black or African American	17	7	41.18	58.82	--
Filipino	13	5	38.46	61.54	--
Hispanic or Latino	188	82	43.62	56.38	39.02
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	35	18	51.43	48.57	66.67
White	124	58	46.77	53.23	60.34
English Learners	17	7	41.18	58.82	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	110	53	48.18	51.82	60.38
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	53	12	22.64	77.36	8.33

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	518	NT	NT	NT	NT
Female	256	NT	NT	NT	NT
Male	262	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	128	NT	NT	NT	NT
Black or African American	18	NT	NT	NT	NT
Filipino	18	NT	NT	NT	NT
Hispanic or Latino	199	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	38	NT	NT	NT	NT
White	116	NT	NT	NT	NT
English Learners	22	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	136	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	53	NT	NT	NT	NT

2020-21 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.

CTE Computer Science Pathway: Four year Oracle Certified Computer Science program

CTE Multi-media Pathway: Four year Multi-media program that also serves as a magnet program.

Silicon Valley CTE (SVCTE): Variety of afternoon courses that prepare high school students for future careers and workforce.

Work Experience

2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	326
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	22.5
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	17.1

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	98.62
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	57.9

* The data on the percent of graduates completing UC/CSU A-G course requirements was taken from the CDE public data site Data Quest.

B. Pupil Outcomes

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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.

2021-22 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 Parent Teacher Organization), 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.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
Dropout Rate	1.3	3.5	6.2	15.6	14.5	14.0	9.0	8.9	9.4
Graduation Rate	95.2	93.1	88.5	77.5	78.4	77.2	84.5	84.2	83.6

2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	548	485	88.5
Female	272	242	89.0
Male	276	243	88.0
American Indian or Alaska Native	0	0	0.00
Asian	136	124	91.2
Black or African American	18	18	100.0
Filipino	19	18	94.7
Hispanic or Latino	212	179	84.4
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	41	34	82.9
White	121	111	91.7
English Learners	49	38	77.6
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	198	165	83.3
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	58	40	69.0

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2224	2203	137	6.2
Female	1060	1050	67	6.4
Male	1164	1153	70	6.1
American Indian or Alaska Native	2	2	0	0.0
Asian	531	526	6	1.1
Black or African American	71	70	5	7.1
Filipino	88	88	2	2.3
Hispanic or Latino	896	887	92	10.4
Native Hawaiian or Pacific Islander	5	5	0	0.0
Two or More Races	143	140	10	7.1
White	486	483	22	4.6
English Learners	128	122	12	9.8
Foster Youth	3	3	1	33.3
Homeless	9	9	5	55.6
Socioeconomically Disadvantaged	537	529	70	13.2
Students Receiving Migrant Education Services	5	5	2	40.0
Students with Disabilities	255	248	47	19.0

C. Engagement

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

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	5.35	0.00	3.37	0.03	3.47	0.20
Expulsions	0.13	0.00	0.05	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	2.36	2.87	2.45
Expulsions	0.04	0.03	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2021-22 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, and campus monitor.

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.

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	27	14	73	
Mathematics	27	14	54	3
Science	28	12	58	
Social Science	29	8	53	7

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	28	14	67	6
Mathematics	28	13	42	17
Science	30	9	41	20
Social Science	29	12	42	17

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	27	14	69	3
Mathematics	27	13	50	9
Science	28	12	46	12
Social Science	28	14	39	22

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	403.1

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	5.4
Library Media Teacher (Librarian)	0.5
Library Media Services Staff (Paraprofessional)	0
Psychologist	1.5
Social Worker	1
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	0
Other	3.2

* Due to the nation-wide shortage of Psychologists and Speech Pathologists, the East Side Union High School District has supplemented both Psychologist and Speech Pathologist staff with licensed contractors in these fields in order to fill student needs in these areas.

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9,997	\$2,137	\$7,860	\$104,239
District	N/A	N/A	\$8,406	\$98,287
Percent Difference - School Site and District	N/A	N/A	-6.7	5.9
State			\$8,444	\$92,222
Percent Difference - School Site and State	N/A	N/A	-7.2	12.2

2020-21 Types of Services Funded

Santa Teresa High School receives a small portion of LCAP funds, which helps to fund 1.4 FTE Counseling, 1.0 Social Worker, 1.0 Parent Community Information Specialist, and a 0.5 Librarian. In addition, \$14,000 was allocated for summer training regarding "Practical Teaching Strategies for Block Schedule Classes" (~\$7000); overtime for Classroom teachers for training (~\$250/teacher; up to \$7000); ITL facilitated best practices based on training, and reproduction costs.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$60,185	\$54,687
Mid-Range Teacher Salary	\$98,823	\$92,222
Highest Teacher Salary	\$121,954	\$114,208
Average Principal Salary (Elementary)	\$0	\$143,647
Average Principal Salary (Middle)	\$0	\$145,785
Average Principal Salary (High)	\$154,344	\$162,322
Superintendent Salary	\$293,091	\$258,950
Percent of Budget for Teacher Salaries	34%	32%
Percent of Budget for Administrative Salaries	3%	5%

2020-21 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	32.3
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	14
Fine and Performing Arts	4
Foreign Language	4
Mathematics	7
Science	11
Social Science	12
Total AP Courses Offered	52

Professional Development

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. BTSA 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.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	33	34	33

East Side Union High School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	East Side Union High School District
Phone Number	(408) 347-5000
Superintendent	Glenn Vander Zee
Email Address	vanderzeeg@esuhsd.org
District Website Address	www.esuhsd.org

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	5478	3079	56.21	43.79	70.24
Female	2618	1505	57.49	42.51	73.42
Male	2860	1574	55.03	44.97	67.22
American Indian or Alaska Native	13	4	--	69.23	--
Asian	2130	1530	71.83	28.17	82.51
Black or African American	113	43	38.05	61.95	64.29
Filipino	331	176	53.17	46.83	69.32
Hispanic or Latino	2317	1019	43.98	56.02	49.85
Native Hawaiian or Pacific Islander	43	14	32.56	67.44	78.57
Two or More Races	220	118	53.64	46.36	80.51
White	311	175	56.27	43.73	74.29
English Learners	805	320	39.75	60.25	18.85
Foster Youth	14	2	14.29	85.71	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	2642	1270	48.07	51.93	59.21
Students Receiving Migrant Education Services	32	15	46.88	53.12	53.33
Students with Disabilities	554	150	27.08	72.92	15.97

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	5478	2973	54.27	45.73	53.07
Female	2618	1445	55.19	44.81	50.62
Male	2860	1528	53.43	46.57	55.39
American Indian or Alaska Native	13	4	--	69.23	--
Asian	2130	1487	69.81	30.19	75.92
Black or African American	113	43	38.05	61.95	30.23
Filipino	331	167	50.45	49.55	48.80
Hispanic or Latino	2317	993	42.86	57.14	19.70
Native Hawaiian or Pacific Islander	43	15	34.88	65.12	20.00
Two or More Races	220	115	52.27	47.73	59.13
White	311	149	47.91		56.08
English Learners	805	314	39.01	60.99	19.68
Foster Youth	14	2	14.29	85.71	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	2642	1229	46.52	53.48	37.73
Students Receiving Migrant Education Services	32	13	40.63	59.37	15.38
Students with Disabilities	554	150	27.08	72.92	6.67

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.