

School Accountability Report Card Reported for School Year 2002-2003

Published During 2003-2004

Notes regarding the source and currency of data:

Data included in this School Accountability Report Card (SARC) are consistent with State Board of Education guidelines, which are available at the California Department of Education Web site at <http://www.cde.ca.gov/ope/sarc/data.htm>. Most data presented in this report were collected from the 2002-03 school year or from the two preceding years (2000-01 and 2001-02). Due to the certification timelines for graduation, dropout, and fiscal information, the data for these sections of the report were collected in 2001-02. A glossary of terms is available at <http://www.cde.ca.gov/demographics/glossary>.

School Information		District Information	
School Name	Santa Teresa High	District Name	East Side Union High
Principal	Dave Riley/Kathleen Prasch	Superintendent	Esperanza Zendejas, Ed.D.
Street	6150 Snell Road	Street	830 N. Capitol Ave.
City, State, Zip	San Jose, CA 95123-4740	City, State, Zip	San Jose, CA 95133-1316
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School Description and Mission Statement

School Description

Santa Teresa High School continues to pursue its established course toward excellence and success for all students. The staff 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.

Due to success in these areas, Santa Teresa was awarded the prestigious BASRC "Leadership School" honor for the 1998-1999 school year and the "closing" the Equity Gap Award for 1999-2000 and currently serves as an "anchor" school in the East Side Union High School District Leadership Collaborative.

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 postsecondary education, to compete in a changing job market, and to participate in a multicultural democratic society.

- Expected Schoolwide Learning Results
- Be a responsible decision maker,
- Demonstrate essential social skills,
- Demonstrate essential academic skills,
- Demonstrate critical thinking skills, and
- Apply knowledge to the school and the real world.

Opportunities for Parental Involvement

Contact Person Name	Dave Riley/Kathleen Prasch	Contact Person Phone Number	408.347.6210
<p>Parent involvement activities include:</p> <ul style="list-style-type: none"> • School Site council • Association of Music Boosters • Athletic Boosters • Grad Night Committee • Santa Teresa organization of Parents and Staff • Parent volunteers to help with the following types of activities: first day of school, test preparation and organization, staffing school store, organizing textbooks, clerical tasks 			

I. Demographic Information

Student Enrollment, by Grade Level

Data reported are the number of students in each grade level as reported by the California Basic Educational Data System (CBEDS).

Grade Level	Enrollment
Grade 9	539
Grade 10	522
Grade 11	535
Grade 12	509
Ungraded Secondary	16
Total Enrollment	2121

Student Enrollment, by Ethnic Group

Data reported are the number and percent of students in each racial/ethnic category as reported by CBEDS.

Racial/Ethnic Category	Number of Students	Percent of Students	Racial/Ethnic Category	Number of Students	Percent of Students
African-American	96	4.5	Hispanic or Latino	483	22.8
American Indian or Alaska Native	13	0.6	Pacific Islander	17	0.8
Asian	314	14.8	White (Not Hispanic)	1,134	53.5
Filipino	64	3.0	Multiple or No Response	0	0.0

II. School Safety and Climate for Learning

School Safety Plan

Date of Last Review/Update	March 2002	Date Last Discussed with Staff	March 2002
<p>Santa Teresa continues to be a safe and secure campus. Co-curricular programs serve as outlets to unify a diverse student population. The staff works diligently to maintain a positive learning environment. The Santa Teresa Safety Committee has developed a school safety plan and helps to monitor its implementation. This plan addresses all aspects of safety including violence prevention and earthquake preparedness. They follow a disciplinary program that is consistent with the policies of the East Side Union High School District and involves the staff, parents, and students. Students are kept informed through the Bulletin announcements and the Career, Health and Driver Education and Social Science classes. Each classroom has a posted Disciplinary Action Chart. Parents are kept informed through the Parent/Student Handbook and the <i>Saintly Speaking</i> newsletter.</p>			

School Programs and Practices that Promote a Positive Learning Environment

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.
- STYLE Tutoring – Adult tutors from the community and industry provide one-on-one tutoring for students in the STYLE offices on the Santa Teresa campus.
- 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 and In-School Suspension – These are alternatives 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.).

Suspensions and Expulsions

Data reported are the number of suspensions and expulsions (i.e., the total number of incidents that result in a suspension or expulsion). The rate of suspensions and expulsions is the total number of incidents divided by the school's total enrollment as reported by CBEDS for the given year. In unified school districts, a comparison between a particular type of school (elementary, middle, high) and the district average may be misleading. Schools have the option of comparing their data with the district-wide average for the same type of school.

	School			District		
	2001	2002	2003	2001	2002	2003
Number of Suspensions	147	166	214	2101	2109	2621
Rate of Suspensions	6.6%	7.8%	10.1%	9%	9.3%	11.2%
Number of Expulsions	4	4	9	31	31	47
Rate of Expulsions	.2%	.2%	.4%	.1%	.1%	.2%

School Facilities

Santa Teresa High School is more than twenty-five (25) 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 and students 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. A new all-weather track and field are under construction. 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 of the staff restrooms. The plumbing works well in most restrooms. However, the electrical systems that feed the sensors that control the operations of the faucets at the sinks, are in need of repair. Because of this need, some faucets in the boys' and girls' restrooms do not work. In addition, other minor repairs are needed.

Santa Teresa High School is extremely suitable as a learning environment. Lighting in all areas is adequate for learning, and the HVAC systems work well throughout the year. Although a number of classrooms are located fairly close to a busy street (Santa Teresa Blvd.), strategic planting of trees and other vegetation serve to help abate the noise from the traffic so that this noise is not a distraction in the classrooms. The fire alarm system has been refurbished with a new control panel following the complete rebuilding of the science buildings. 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.

Santa Teresa has a daytime custodial crew of two people, who are complemented by two gardeners. The night time custodial crew consists of five custodians. They all work to keep the classrooms and grounds clean and well-groomed. Graffiti is photographed and removed when it is noticed. These pictures are then forwarded to the District Attorney as part of the City of San Jose's graffiti abatement efforts. The gardeners and head custodian's first duties are to look for graffiti when they arrive in the morning. Litter is picked up after break and lunch on a daily basis. Sometimes, however, all litter is not able to be removed if other concerns that need more immediate attention arise (i.e., heating/cooling problem in a classroom, a safety issue that may arise, etc.). The addition of portables over the past few years has added square footage for the night crew to clean. Their efforts are further impacted on evenings when they have to set up for different events (i.e., sport events in the gym, parent and community meetings, other special events, etc.). Both custodial crews and the gardeners put forth a great deal of effort to maintain the

facilities in a very good manner. Some repairs, however, are beyond their abilities, and we must depend on district office personnel to correct the deficiencies.

III. Academic Data

Standardized Testing and Reporting (STAR)

Through the California Standardized Testing and Reporting (STAR) Program, students in grades 2-11 are tested annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) in English-language arts and mathematics in grades 2-11, science and history/social science in grades 9-11, and a norm-referenced test, which tests reading, language, and mathematics in grades 2-11, spelling in grades 2-8, and science in grades 9-11.

California Standards Tests (CST)

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. Detailed information regarding results for each grade and proficiency level can be found at the California Department of Education Web site at <http://star.cde.ca.gov> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

CST - All Students

Data reported are the percent of students achieving at the proficient or advanced level (meeting or exceeding the state standard) and percent not tested. For mathematics, science, and history/social science, data regarding the percent not tested, by grade level and subgroup, are available at <http://star.cde.ca.gov/>.

Performance Level	School			District			State		
	2001	2002	2003	2001	2002	2003	2001	2002	2003
English Language Arts									
Proficient or Advanced	45	48	45	26	30	31	30	32	35
Not Tested	4	8	3	8	10	2	6	8	1
Mathematics									
Proficient or Advanced		23	20		15	17		31	35
Not Tested	---	---	---	---	---	---	---	---	---
Science									
Proficient or Advanced		39	36		31	21		30	27
Not Tested	---	---	---	---	---	---	---	---	---
History/Social Science									
Proficient or Advanced		28	33		21	25		28	28
Not Tested	---	---	---	---	---	---	---	---	---

CST - Racial/Ethnic Groups

Data reported are the percent of students achieving at the proficient or advanced level (meeting or exceeding the state standard) and percent not tested. For mathematics, science, and history/social science, data regarding the percent not tested, by grade level and subgroup, are available at <http://star.cde.ca.gov/>.

Norm-Referenced Test (NRT)

Reading and mathematics results from the Norm-Referenced Test (NRT), adopted by the State Board of Education (this was the Stanford 9 test up until 2003, but was changed to the California Achievement Test, Sixth Edition for 2003), are reported for each grade level as the percent of tested students scoring at or above the 50th percentile (the national average). School results are compared to results at the district and state levels. Detailed information regarding results for each grade level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

NRT - All Students

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	School			District			State		
	2001	2002	2003	2001	2002	2003	2001	2002	2003
Reading	50	50	64	29	31	46	44	45	43
Mathematics	65	68	68	50	53	51	53	55	50

NRT - Racial/Ethnic Groups

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	African-American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
Reading	51		77	82	46		68
Mathematics	48		86	79	48		72

NRT - Subgroups

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	Male	Female	English Learners	Socioeconomically Disadvantaged		Students With Disabilities		Migrant Education Services
				Yes	No	Yes	No	
Reading	59	68	26	41	65	22	66	
Mathematics	66	70	35	46	69	17	70	

Local Assessment

Data reported are the percent of students meeting or exceeding the district standard.

Grade Level	Reading			Writing			Mathematics		
	2001	2002	2003	2001	2002	2003	2001	2002	2003
9		46%	46%					68%	33%
10		56%	38%					61%	24%
11		27%	19%					39%	20%
12		18%	38%					38%	25%

California Physical Fitness Test

Data reported are the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards). Detailed information regarding the California Physical Fitness Test may be found at the California Department of Education Web site at <http://www.cde.ca.gov/statetests/pe/pe.html>.

Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

Grade Level	School			District			State		
	Total	Female	Male	Total	Female	Male	Total	Female	Male
9	12.4	12.0	12.7	23.5	20.9	25.9	24.8	23.3	26.2

Academic Performance Index (API)

The **Academic Performance Index (API)** is a score on a scale of 200 to 1000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet.

Growth Targets: The annual growth target for a school is 5 percent of the distance between its Base API and 800. The growth target for a school at or above 800 is to remain at or above 800. Actual growth is the number of API points a school gained between its base and growth years. Schools that reach their annual targets are eligible for awards. Schools that do not meet their targets and have a statewide API rank of one to five are eligible to participate in the Immediate Intervention/Underperforming Schools Program (II/USP), which provides resources to schools to improve their academic achievement. There was no money allocated to the II/USP Program in 2002 or 2003.

Subgroup APIs and Targets: In addition to a schoolwide API, schools also receive API scores for each numerically significant subgroup in the school (i.e., racial/ethnic subgroups and socioeconomically disadvantaged students). Growth targets, equal to 80 percent of the school's target, are also set for each of the subgroups. Each subgroup must also meet its target for the school to be eligible for awards.

Percent Tested: In order to be eligible for awards, elementary and middle schools must test at least 95 percent of their students in grades 2-8 and high schools must test at least 90 percent of their students in grades 9-11 on STAR.

Statewide Rank: Schools receiving a Base API score are ranked in ten categories of equal size (deciles) from one (lowest) to ten (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from one (lowest) to ten (highest) to indicate how well the school performed compared to schools most like it.

API criteria are subject to change as new legislation is enacted into law. Detailed information about the API and the Public Schools Accountability Act (PSAA) can be found at the California Department of Education Web site at <http://www.cde.ca.gov/psaa/api/> or by speaking with the school principal.

Schoolwide API

API Base Data				API Growth Data			
	2000	2001	2002		From 2000 to 2001	From 2001 to 2002	From 2002 to 2003
Percent Tested	96	96	97	Percent Tested	96	97	94
API Base Score	700	720	700	API Growth Score	725	723	701
Growth Target	5	4	5	Actual Growth	25	3	1
Statewide Rank	8	8	8				
Similar Schools Rank	2	5	5				

API Subgroups - Racial/Ethnic Groups

API Base Data				API Growth Data			
	2000	2001	2002		From 2000 to 2001	From 2001 to 2002	From 2002 to 2003
African-American				African-American			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
American Indian or Alaska Native				American Indian or Alaska Native			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Asian				Asian			
API Base Score	750	787	792	API Growth Score	793	818	777
Growth Target	4	3	4	Actual Growth	43	31	-15
Filipino				Filipino			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Hispanic or Latino				Hispanic or Latino			
API Base Score	610	648	621	API Growth Score	650	627	610
Growth Target	4	3	4	Actual Growth	40	-21	-11
Pacific Islander				Pacific Islander			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
White (Not Hispanic)				White (Not Hispanic)			
API Base Score	725	737	713	API Growth Score	742	741	716
Growth Target	4	3	4	Actual Growth	17	4	3

API Subgroups - Socioeconomically Disadvantaged

API Base Data				API Growth Data			
	2000	2001	2002		From 2000 to 2001	From 2001 to 2002	From 2002 to 2003
API Base Score	591	630	620	API Growth Score	634	631	595
Growth Target	4	3	4	Actual Growth	43	1	-25

Awards and Intervention Programs

Eligibility for statewide award or intervention programs is based on API growth data from the previous academic year.

The Immediate Intervention/Underperforming Schools Program was not funded for the year 2002 or 2003.

School				District			
Federal Programs	2001	2002	2003	Federal Programs	2001	2002	2003
Recognition for Achievement (Title 1)	No	No	No	Number of Schools Identified for Program Improvement	4	0	0
Identified for Program Improvement (Title 1)	No	No	No	Percent of Schools Identified for Program Improvement	25.0	0.0	0.0
Exited Title 1 Program Improvement	No	No	No				
Years Identified for Program Improvement							
California Programs	2001	2002	2003				
Eligible for Governor's Performance Award	Yes	No	N/A				
Eligible for II/USP	No	---	---				
Applied for II/USP Funding	No	---	---				
Received II/USP Funding	No	---	---				

Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards-based assessments by 2014. In order to achieve this goal and meet annual performance objectives, districts and schools must improve each year according to set requirements.

Data reported show whether all groups of students in the school made Adequate Yearly Progress (AYP).

Detailed information about AYP can be found at the California Department of Education Web site at

<http://www.cde.ca.gov/ayp/> or by speaking with the school principal.

Groups	School			District		
	2001	2002	2003	2001	2002	2003
All Students	---	---	Yes	---	---	Yes
African American	---	---	N/A	---	---	Yes
American Indian or Alaska Native	---	---	N/A	---	---	N/A
Asian	---	---	Yes	---	---	Yes
Filipino	---	---	N/A	---	---	Yes
Hispanic or Latino	---	---	Yes	---	---	Yes
Pacific Islander	---	---	N/A	---	---	N/A
White (not Hispanic)	---	---	Yes	---	---	Yes
Socioeconomically Disadvantaged	---	---	N/A	---	---	Yes
English Learners	---	---	N/A	---	---	Yes
Students with Disabilities	---	---	N/A	---	---	No

IV. School Completion (Secondary Schools)

California High School Exit Exam (CAHSEE)

Beginning with the graduating class of 2006, students in California public schools will have to pass the California High School Exit Exam (CAHSEE) to receive a high school diploma. The School Accountability Report Card for that year will report the percent of students completing grade 12 who successfully completed the CAHSEE.

These data are not required to be reported until 2006 when they can be reported for the entire potential graduating class. When implemented, the data will be disaggregated by special education status, English language learners, socioeconomic status, gender, and ethnic group.

Dropout Rate and Graduation Rate

Data reported regarding progress toward reducing dropout rates over the most recent three-year period include: grade 9-12 enrollment, the number of dropouts, and the one-year dropout rate as reported by CBEDS. The formula for the one-year dropout rate is (Grades 9-12 Dropouts divided by Grades 9-12 Enrollment) multiplied by 100. The graduation rate, required by the federal No Child Left Behind Act (NCLB), is calculated by dividing the number of high school graduates by the sum of dropouts for grades 9 through 12, in consecutive years, plus the number of graduates.

	School			District			State		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
Enrollment (9-12)	2279	2228	2126	24577	24282	23664	1703492	1735576	1772417
Number of Dropouts	47	42	39	840	601	438	47282	47899	48454
Dropout Rate (1-year)	2.1	1.9	1.8	3.4	2.5	1.9	2.8	2.8	2.7
Graduation Rate	89.5	88.2	87.1	82.5	82.6	83.8	85.9	86.7	86.9

V. Class Size

Average Class Size and Class Size Distribution

Data reported are the average class size and the number of classrooms that fall into each category (i.e., number of students), by grade level, as reported by CBEDS.

Class size in the East Side Union High School District varies by subject from an average of twenty or less in reading classes, ELD, and 9th grade Opportunity classes to forty-two or less in physical education. The specific class size by subject area is established by a contractual agreement between the East Side teachers' Association and the school district.

It is each school's responsibility to monitor class size at that site and to maintain class averages at or below the agreed upon numbers. Where class size exceeds the subject average, a monetary penalty is assessed against the school district.

The typical teaching load for a full-time teacher is five classes plus a preparation period, with one to three subject level preparations. Teachers with less than a full-time contract have a proportionately lower teaching load.

Instructional Aides for ELD are provided through State and Federal Supplementary Funds to assist in Math, Sheltered Science, Sheltered world History, Sheltered Keyboarding and various ELD courses, Instructional Aides are provided through Special Education funds for all special Education classes. The

district participates in the federal and state class size reduction programs enabling all ninth grade English classes to be loaded at a ratio of 20 to 1 and 9th grade math and science at 20 to 1 or 25 to 1.

Average Teaching Load and Teaching Load Distribution

Data reported are the average class size and the number of classrooms that fall into each size category (i.e., number of students), by subject area as reported by CBEDS.

Subject	2001				2002				2003			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	24.18	43	53		23.58	37	40	1	24.76	37	48	1
Mathematics	27.14	23	34	6	27.28	15	29	6	26.74	19	31	8
Science	28.77	4	36	20	29.09	3	25	6	29.66		37	16
Social Science	29.89	8	28	21	29.16	4	36	3	31.13	1	33	28

VI. Teacher and Staff Information

Teacher Credentials

Data reported are the number of teachers (full-time and part-time). Each teacher is counted as '1'. If a teacher works at two schools, he/she is only counted at one school. Data are not available for teachers with a full credential and teaching outside his/her subject area.

	2001	2002	2003
Total Teachers	109	102	108
Teachers with Full Credential (full credential and teaching in subject area)	97	88	83
Teachers Teaching Outside Subject Area (full credential but teaching outside subject area)			
Teachers with Emergency Credential (includes District Internship, University Internship, Pre-Interns, and Emergency Permits)	15	16	28
Teachers with Waivers (does not have credential and does not qualify for an Emergency Permit)	2		

Highly Qualified Teachers

The No Child Left Behind Act (NCLB) requires local educational agencies (LEAs) to report specific data regarding highly qualified teachers. As of December of 2003, the State Board of Education (SBE) had not approved a definition for use in reporting data pertaining to highly qualified teachers. Therefore, the requirement that LEAs include these data will not apply to reports published during the 2003-04 school year.

The State Board of Education is scheduled to approve a definition for "highly qualified teacher" in 2004. Once approved, LEAs will be required to use the definition to provide data on report cards published during the 2004-05 school year.

Professional Qualifications of Teachers

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Teacher Evaluations

Teachers are assessed using the California Standards for the Teaching Profession and the guidelines jointly established by the East Side Union High School District and the East Side Teachers Association. Teachers meet with administrators in small groups during their prep periods in the fall to determine their professional development plans, evaluation procedure, and cycles of inquiry around their target students, and to receive their students' data. Temporary and probationary teachers are observed and formally evaluated at least twice per year and tenured teachers are evaluated at least once every other year. All teachers are expected to establish professional development plans, goals, and cycles of inquiry. The focus of the administrator observation is around the teaching standards, reading and writing literacy and content and performance standards as well as classroom management skills. This process is being revised yearly and often within a given year to assure quality instructional practices. Because more time is spent with temporary and probationary staff, the administrators are noting the greatest growth and the demonstration of "best instructional practice" around our areas of professional development more frequently among them.

Substitute Teachers

The East Side Union High School District has developed a large pool of qualified substitute teachers. When teachers are absent for illness or personal emergencies or need to participate in special professional training activities, substitute teachers are sent to cover classes.

However, to maintain the quality of the instructional program, every effort is made to minimize teacher absences.

Counselors and Other Support Staff

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equals one FTE.

Title	FTE
Counselor	3
Librarian	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1

Academic Counselors

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equals one FTE. The ratio of students per academic counselor is defined as enrollment as reported by CBEDS divided by the full-time-equivalent academic counselors.

Number of Academic Counselors (FTE)	Ratio of Students Per Academic Counselor
3	708.67

VII. Curriculum and Instruction

School Instruction and Leadership

Curriculum Improvement Programs: We place high emphasis on best practices, the quality of instruction, and the capacity for leadership. Over the last five years, staff development has included Reciprocal Teaching, and other reading strategies, school-wide training in holistic assessment of writing samples, 4-Mat, Beyond Diversity, brain research, standards alignment and assessment, rubrics development, Total Quality Management, 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 Faculty Senate, or the 18.4 Committee, makes decisions that impact the working conditions of staff. Various committees, such as the Technology and Staff Development Committees, comprising staff, parents, and other community members, make decisions about their respective subject areas. Departments make decisions that are pertinent to the work of those departments, groups of teachers work together within and across departments to plan curriculum, and individual staff members present proposals to any of the levels of leadership described. All the work and the resources of the school are focused on the site goals: reading, writing, and technology literacy; standards; assessment; student support.

Monitoring Progress

Each teacher is given a list of his/her students' data, including SAT9, NWEA, and writing scores, twice yearly. This data helps the teacher to determine his/her own target students. All staff receive training on differentiated, 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 SAT9 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 the Nelson and Nelson Denny reading tests.

Interventions and Supports: We provide a number of support and intervention programs for all students but specifically target students whose SAT9 reading and math scores are below the 40th percentile, 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

- District Accel Program
- Gifted and Talented Program of Advanced Placement Courses
- Special Education courses in all core subjects, reading, and Adaptive P.E.
- English Language Learner Program
- An Academic Volunteer Mentor Program (STYLE) for tutoring students who fall below a C or D in a core subject

Subgroup Assessment Procedures: The district has a process for testing all students not native to the U. S. or English as-a-first-language speakers. This process begins in the summer and continues throughout the year as needed. These students are assessed for redesignation based on their having achieved the criteria established by the State of California and the East Side Union High School District. Hispanic students form a significant API sub target group. They are assessed yearly via the SAT9, 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 with are encouraged to take challenging courses and to prepare for college and/or career.

Summary of Achievement: Academically, our students continue to achieve a school-wide 72% GPA of 2.0. Hispanic and African American students' success rates in the core courses continue to show an achievement gap: In English Hispanics are at 52% and African American 51% success level; in math they are at 52% and 49% respectively; in science at 63%and 67%; and in social science at 72% and 69%. The graduation rate in 2002 was 87% of those who began and ended high school with us but 94% of those who began and ended their senior year with us.

Professional Development

Staff meets weekly, either as a whole or in job alike groups for the purpose of getting better at strategies to deliver curriculum and manage the class. They work on

- Reading and Writing Instructional Strategies
- Technology and Information Literacy
- Standards alignment
- Equity Issues

New teachers enjoy the benefit of an on-site Teacher Assistance Program, that they attend once per month for the school year. Santa Teresa staff train in the school's focus areas and provide information that enables new staff to become acculturated to the school. After the initial program, new teachers are encouraged to meet one-on-one with job alike teachers to receive coaching and support, and to be afforded time to observe classes.

Coaching occurs at many levels. Interns and student teachers have university supervisors who coach them. Interns, temporary and probationary, and experienced staff are coached by the administrators in sound instructional practice through the evaluation process. Staff meetings are often used for staff development as are prep period meetings and afternoons set aside for collaboration.

Additionally, administrators, program managers, and office personnel are provided opportunities to grow professionally. Their areas of focus are the school-wide goals as well as issues that help to improve their service to the learning community.

Quality and Currency of Textbooks and Other Instructional Materials

All students are provided with textbooks for courses that require them. On the average, a new textbook costs between \$60.00 and \$85.00. Students who take five required courses may have as many as 5 texts with a total value of \$275.00.

New textbooks are adopted by the Board of Trustees.

Textbook losses continue to be a serious district problem that students, parents and teachers must address every year

Instructional Minutes

The California *Education Code* establishes the required number of instructional minutes per year for each grade. Data reported compares the number of instructional minutes offered at the school level to the state requirement for each grade.

Grade Level	Instructional Minutes	
	Offered	State Requirement
9	73,855	64,800
10	73,855	64,800
11	73,855	64,800
12	73,855	64,800

Total Number of Minimum Days

Santa Teresa has a collaboration schedule once a week so that staff may meet for the purpose of improving and learning new strategies to improve curriculum delivery.

VIII. Postsecondary Preparation (Secondary Schools)

Advanced Placement/International Baccalaureate Courses Offered

The Advanced Placement (AP) and International Baccalaureate (IB) programs give students an opportunity to take college-level courses and exams while still in high school. Data reported are the number of courses and classes offered, and the enrollment in various AP and IB classes. The data for Fine and Performing Arts include AP Art and AP Music, and the data for Social Science include IB Humanities.

Subject	Number of Courses	Number of Classes	Enrollment
Fine and Performing Arts			
Computer Science	1	1	16
English	1	2	24
Foreign Language	1	2	44
Mathematics	1	2	56
Science	1	1	19
Social Science	2	6	163

Students Enrolled in Courses Required for University of California (UC) and California State University (CSU) Admission

Data reported are the number and percent of students enrolled in courses required for UC and/or CSU admission. The percent of students is calculated by dividing the total number of students enrolled in courses required for UC and/or CSU admission by the total number of students enrolled in all courses.

Number of Students Enrolled in All Courses	Number of Students Enrolled In Courses Required For UC and/or CSU Admission	Percent of Students Enrolled In Courses Required For UC and/or CSU Admission
10136	7284	71.9

Graduates Who Have Completed All Courses Required for University of California (UC) and California State University (CSU) Admission

Data reported are the number and percent of graduates who have completed all courses required for UC and/or CSU admission. The percent of graduates is calculated by dividing the total number of graduates who have completed all courses required for UC and/or CSU admission by the total number of graduates.

Number of Graduates	Number of Graduates Who Have Completed All Courses Required For UC and/or CSU Admission	Percent of Graduates Who Have Completed All Courses Required For UC and/or CSU Admission
446	138	30.9

SAT I Reasoning Test

Students may voluntarily take the SAT test for college entrance. The test may or may not be available to students at a given school. Students may take the test more than once, but only the highest score is reported at the year of graduation. Detailed information regarding SAT results may be found at the California Department of Education Web site at <http://www.cde.ca.gov/ope/research/sat/>.

	School			District			State		
	2001	2002	2003	2001	2002	2003	2001	2002	2003
Grade 12 Enrollment	511	511	509	5693	5590	5952	357789	365907	385181
Percent of Grade 12 Enrollment Taking Test	41.68	49.12	50.50	39.91	40.21	38.17	36.66	37.26	36.63
Average Verbal Score	512	501	497	462	453	460	492	490	494
Average Math Score	530	512	517	500	494	498	516	516	518

College Admission Test Preparation Course Program

Santa Teresa has partnered with Achieva to offer students the opportunity to participate in Achieva's SAT I preparation course. Following scheduled classes, SAT preparation courses were offered on the Santa Teresa campus two days a week over a 6-week period of time. Another option allowed students to utilize technology by taking the course as a fully interactive online course from their computer at home. Achieva's courses typically cost as much as \$800, but Santa Teresa students were able to take the classes at no cost under a special state grant.

Information, printed in both Spanish and English, was sent home to inform parents and students of the program. Students then attended an orientation session before beginning the course. Once enrolled in the program, students were instructed on SAT material as well as test taking strategies. Three diagnostic tests were given to assist students in determining where to focus their study efforts. At the end of the program, students were given a report of their progress where they were able to see the point increase made over the course of the class. Achieva instructors taught courses with the school providing only the physical facility.

The 6-week online course was available to students with Internet access. After taking an initial

diagnostic test, each student was presented with a customized lesson plan with proven strategies, detailed coursework and extensive practice tests based on areas needing improvement. Like the SAT, the preparation course was divided into two sections—verbal and math. Each section included eight modules of interactive lectures and drills adapted to the skill level of the student. The lectures provided detailed explanations of key concepts, while the drills allowed students to apply what they had learned. An additional vocabulary section used virtual flash cards to teach students 1000 of the most commonly used SAT vocabulary words. Students could work at home or could do their work on the Santa Teresa campus in the computer lab. A Santa Teresa instructor was there to assist students with technical questions relating to the operation of the program, while Achieva provided teachers to answer content questions generated by the students.

One of the counselors acted as “coach” providing guidance and motivation to increase student’s confidence in taking standardized tests. The coach also monitored student progress throughout the program and encouraged students to complete assignments.

Enrollment in the program:

1999 - 2000 72 traditional students and 23 online students.

2000 - 2001 52 traditional students and 12 online students.

46% of the students completing the course raised their scores by more than 100 points with the average increase being 103 points. Of the students whose scores decreased, the average decrease was 25 points.

82% of the students said they felt more confident about taking the SAT and stated that they learned strategies and techniques to excel on all SAT exams. They said they felt prepared and suggested that the courses be offered to freshmen to get them thinking about the SAT at an early age.

Degree to Which Students are Prepared to Enter Workforce

Santa Teresa High School is a district magnet school in the area of business education. The business department encompasses three established career paths leading to employment. The first career path is business careers, which meets the needs of students wanting a career within the business industry, and the second career path specializes in desktop publishing, and the third path prepares the students in the area of computer programming through our Oracle and Java classes. These courses use applied learning strategies that contribute to students’ academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability, technical and occupation-specific skills.

The school measures the success of these programs by the number of students utilizing the skills learned in class with practical application in industry. Students are coached and monitored by their teachers on their actual jobs and feedback is obtained from employers and job site supervisors. Students have furnished illustrations to a children’s book currently in print and, most recently, the work of students in this program won national awards. These programs draw students from other schools in the district because of the quality of education and measurable benchmarks within the sequencing of courses within the program.

Teachers not only provide the foundation of knowledge to students to help them succeed in the workplace, they also assist students transition from the classroom to the work force. Instructors actively seek out opportunities to showcase the talent of their students and to promote the abilities of their students. To promote student success the teacher helps students develop attitudes and skills necessary for employment in the work force of the 21st century.

Enrollment and Program Completion in Career/Technical Education (CTE) Programs

Data reported are from the *Report of Career-Technical Education Enrollment and Program Completion for School Year 2001-2002 (CDE 101 E-1)*. Data have been aggregated to the district level.

CTE Participants	Secondary CTE Students			Grade 12 CTE Students			
	Total Course Enrollment	Number of Concentrators	Number of Completers	Completion Rate	Number of Completers	Number Earning Diploma	Graduation Rate

IX. Fiscal and Expenditure Data

Average Salaries (Fiscal Year 2001-2002)

Data reported are the district average salary for teachers, principals, and superintendents, compared to the state average salaries for districts of the same type and size, as defined by *Education Code* Section 41409. The district average principal salary is shown separately for elementary, middle, and high schools, but the state average principal salary is combined.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	40336	36493
Mid-Range Teacher Salary	63749	59875
Highest Teacher Salary	81733	73992
Average Principal Salary (High)	116652	88392
Superintendent Salary	216285	149543
Percent of Budget for Teacher Salaries	38.52	38.56
Percent of Budget for Administrative Salaries	5.21	5.48

Expenditures (Fiscal Year 2001-2002)

Data reported are total dollars expended in the district, and the dollars expended per student at the district compared to the state average. Detailed information regarding expenditures may be found at the California Department of Education Web site at <http://www.cde.ca.gov/fiscal/financial/>.

District	District	State Average For Districts In Same Category	State Average All Districts
Total Dollars	Dollars per Student (ADA)	Dollars per Student (ADA)	Dollars per Student (ADA)
\$176840149	\$7524	\$6969	\$6719

Types of Services Funded

In 2002-2003, the East Side Union High School District received \$200 million. When costs for direct instruction, transportation, salaries, fringe benefits, food services and facilities maintenance are considered, the district expended \$8,375 per student. The graphs below illustrate district income and expenditures.

A variety of integrated instructional programs have been developed within the East Side Union High School District. Through these programs, students can obtain technical training to prepare them to enter the work force or further their education. Included are Integrated Career Programs

(ICP's); Tech Prep; Work Experience; Central County Occupational Center, which includes Regional Occupational Satellite Programs; New Ways Workers; Partnership Academies and Job Placement Center.

The following special programs are offered at the school:

- Gifted and Talented Education
- Student Assistance Program
- Speech Therapy
- Learning Handicapped
- Vocational Education
- Cooperative Work Experience
- Emergency Immigrant Aid
- MESA (Math, Engineering, & Science Achievement)
- Magnet Program's
- S.T.Y.L.E. (Tutor Program for Santa Teresa students)
- UCO (University/College Opportunities)
- Primary Language Assistance
- English Language Learners
- Special Education
- Student Family Center Services
- Ujima
- Reading Classes