

East Side Union High School District presents...

A Report to the Santa Teresa Community

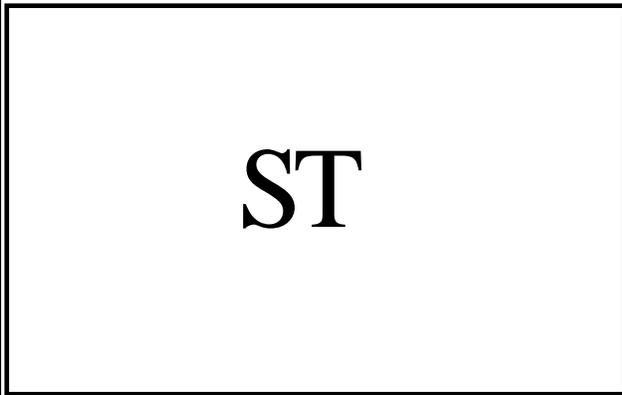
1996-1997

School • Accountability • Report Card

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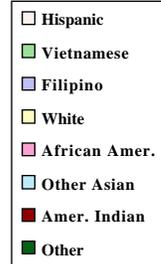
MISSION STATEMENT

The vision of education at Santa Teresa is that each student will experience success in academic, personal, and social growth. Further, each student will be guaranteed a career path leading to college and/or placement after high school. Finally, the staff, students, and community will remain involved in planning and refining the most nurturing and healthy educational program and school climate for all.



STUDENT POPULATION

Hispanic	24.00%
Vietnamese	6.38%
Filipino	2.30%
White	51.26%
African American	5.82%
Other Asian	8.81%
American Indian	1.30%
Other	.13%



The student enrollment at Santa Teresa is 2,307 (10/96). The ethnic composition of the student population is illustrated above.

SCHOOL FACILITIES and SAFETY

Many major improvements have been made at Santa Teresa over the past several years. New fire and intrusion alarms have been added. Student and staff restrooms have been remodeled. We are in the final phases of wiring the school so that all classrooms have access to the school's closed circuit television network as well as the world wide web. We have added a television studio to produce on campus programming. The library has been split so that its information access is half print and half electronic. Additional food service stations have been added. A substantial amount of new student furniture was also added, both for use with technology and to replace aging equipment. Most of the campus has been repaved and the exterior lighting rewired so that the school is well lighted in the evenings and at night.

In its 24th year, Santa Teresa remains not only one of San Jose's most attractive schools, but also one of its safest.

LOCATION

Santa Teresa High School, located in the southern part of Blossom Valley of San Jose, sits on a picturesque 44 acres. Santa Teresa serves the south San Jose/Blossom Hill area and is situated at the corner of Santa Teresa Boulevard and Snell Avenue. Students come primarily from two intermediate schools within the surrounding area: Bernal Intermediate School and Herman Intermediate School.

PURPOSE: The School Accountability Report Card was established by Proposition 98, an initiative passed by California voters in November, 1988. Local school boards must issue a report card for each school under their jurisdiction. The report card provides parents and community members with information about the school—its resources, its successes, and the areas where it needs improvement.

TRADUCIDOS: Sequiere una copia de este documento traducido en español, por favor llame a este numero 578-9100.

Superintendent Joe Coto
 East Side Union High School District
 830 North Capitol Avenue
 San Jose, CA 95133

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CLASS SIZE and TEACHING LOADS

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 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 average department class size is as follows:

DEPARTMENT/CLASS SIZE	DEPARTMENT/CLASS SIZE
Art 29	Other30
Business Education..... 29	Safety Education.....35
Typing/Keyboard..... 40	Science.....32
English..... 30	Social Science.....34
Foreign Language..... 29	<i>Additionally, the following</i>
Homemaking..... 29	<i>classes average:</i>
Industrial Education 29	ELD
Mathematics..... 32	Language Arts 1 & 220
Performing Arts (Band,	Survival Skills.....20
Choir, Drama excepted)..... 30	Language Arts 3.....30
Physical Education..... 42	Bilingual/Sheltered.....25
Reading	All ninth grade English, Math and
Improvement & Development .. 20	Science classes were loaded at a
	ratio of 25 to 1

TEXTBOOKS & INSTRUCTIONAL MATERIALS

All students are provided with textbooks for courses that require them. On the average, a new textbook costs between \$35.00 and \$40.00. Students who take five required courses may have as many as 5 texts with a total value of \$175.00.

New textbooks were adopted by the Board of Trustees in 1994-95 for courses in ELD, Health and Safety Education, Foreign Language, Home Economics, and Social Science. These textbooks are being phased into schools over a two year period to replace outdated textbooks.



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

SUBSTITUTE TEACHERS

Finding and hiring qualified substitute teachers is a problem at all East Side high schools. The need for substitutes varies with the day of the week and the time of year.

Coupled with teacher absences for illness and personal necessity, there are special professional growth activities that require teachers to be absent from their classes. These special activities may include teacher training workshops or subject area conferences.

When the need for substitutes exceeds the supply, the regular classroom teachers are called upon to fill in for their colleagues during their preparation period.

Regardless of the reasons for calling in substitute teachers, the instructional program suffers when the regular teacher is absent. Every effort is made to minimize teacher absences.

TEACHERS' ASSIGNMENTS

California law requires that teachers be assigned to classes only within their area of credential authorization. Where it is necessary to make assignments outside of current credential authorization, appropriate special credentials are obtained.

For the school year of 1996-97, there were approximately 10 teachers requiring special credentials throughout the district.

TEACHER EVALUATION & PROFESSIONAL IMPROVEMENT

All teachers and staff are regularly evaluated. Teachers are observed and assisted by administrators and peer coaches (colleagues trained in improving the delivery of instruction).

The Principal and Associate Principals are required to provide formal written evaluations for permanent Teachers, Counselors and Student Advisors every other year. Temporary and probationary teachers are evaluated annually.

The Principal also evaluates the performance of the Associate Principals and the Director of Activities. The Principal, in turn, is evaluated by the Superintendent.

Teachers participate in staff development programs offered by the district and Santa Teresa High School. In addition, many take advantage of local college and university classes, and workshops offered by the Santa Clara County Office of Education.

Fifty mentor teachers and fourteen Subject-Area-Coordinators support teacher improvement and curriculum development.

TRAINING & CURRICULUM IMPROVEMENT

Six years ago, Santa Teresa over - emphasized recitation teaching strategies and rarely actively involved students in collecting and analyzing information. Students rarely had opportunities to work in cooperative groups and the curriculum suffered from three serious problems: 1) there was little relationship between subjects, 2) practical application for most subjects were not made, and 3) evaluation of student work relied almost exclusively on paper and pencil test, thus limiting the abilities of all students to demonstrate their competence. Today the teachers at STHS regularly employ various instructional strategies to empower student achievement. On a wide based scale, teachers utilize assessment rubrics, simulations, collaborative learning, active participation, cooperative learning, integration of various types of technology, demonstrations, modeling, oral skills, field trips, interdisciplinary design of instructional units, etc.. Teachers see themselves as both guides and content area experts. The classes are more focused on learning a specific content, but, again, many teachers are moving towards a focus on student exploration and growth. In an effort to support the role of teacher as coach, some teachers have reconfigured classroom seating to facilitate students seeing other as resources. Introduction to Science classes encourage students to design their own experiments in attempts to explain phenomenon and test hypotheses.

Many teachers are now using cooperative learning strategies in an attempt to increase student engagement and redefine the teacher's role as a coach. Part of this has been a movement towards student self-evaluations of their group work dynamics, in an attempt to increase metacognitive analysis to enhance further group interaction. Santa Teresa has re-aligned the course offering. At the Freshman and Sophomore levels, students and parents choose between six interdisciplinary Families. Each Family consists of a teaching team representing three different disciplines. At the Junior and Senior levels, students and parents can choose from ten thematic Clusters.

Technology has been a strong focus on campus. Five years ago, technology was a very limited commodity on campus. TVs and VCRs were limited to carts and had to be checked out. Computer technology was an even greater premium. Computer labs existed in the business and math departments. They were used for keyboarding, math drills, and Basic Programming. Today Santa Teresa has three major Mac labs and one IBM lab. There are mini labs located in science, photography, the Entertainment Cluster and the library. The 200, 300, 400, and 500 buildings are wired with a fiber optic network with plans to install hubs in the labs and offices. In addition to computer technology, the 200 and 300 building are wired to a closed circuit television network with TVs, and VCRs installed in the classrooms in each of these buildings. TVs, VCRs, and the television network are being extended to the 400, 500, and 600 buildings this year and the rest of the school in 1996/97. Technology is used as a means of teaching students how to improve verbal and computational skills, exploring topics and presenting projects, and searching out information. In addition, Technological expertise/proficiency has been incorporated into the school's expected schoolwide learning results. Staff Development includes summer institute technology classes. Technology classes have been part of the staff development day for the past four years. In 1994-95, the staff participated in three half-day, hands-on workshops utilizing three software programs. Furthermore, for the past two summers 31 teachers have participated in a two-week, full-day seminar with the San Jose Education Network. Additionally, 25 teachers participated in a two-week summer institute.

QUALITY OF INSTRUCTION & LEADERSHIP

During the 1995/96 school year Santa Teresa underwent the extensive school accreditation process, Focus on Learning. As a result, Santa Teresa received a six year accreditation, the longest possible. It extends until 2002.

About 90% of ST students participate in a six period instructional day. Many others, especially those involved in performing arts, are able to take a 7 period day. Some seniors take a five period day. School begins at either 7:20 or 8:22 a.m. and ends at either 2:04 or 3:06 p.m. Courses are offered in 13 traditional disciplines, many of which are now integrated across curricular lines. The program includes six honors courses and six advanced placement courses. About 150 students take AP exams annually; a little more than half receive college credit. The school is proud of its award winning yearbook, *The Compendium*, and its newspaper, *The Esprit*. The school's jazz band, marching band, concert band, and drama program are widely recognized for their excellence.

The instructional program focuses on six *Expected Schoolwide Learning Results*. These include:

- Global Citizenship
- Commitment to Lifelong Learning
- Achievement of Social Skills
- Achievement of Scholastic Skills
- Application of Higher Level Thinking Skills
- Application of Knowledge to Authentic Tasks

Educational alternatives for students include: 1) an on-site continuation school for 80 students; 2) an on site independent study program for 50 students; 3) a work experience program for 50 students; 4) a regional occupation option serving more than 120 juniors and seniors; 5) an on-site ROP office occupations program serving 25 students; 6) concurrent community college courses for high school students. 7) on-site San Jose State classes for high school students in the *Unfinished Journey* program serving 40 eleventh and twelfth graders; and 9) the STYLE one-on-one adult tutorial program along with three other tutor programs currently serving several hundred students.

The instructional/curricular program is in the midst of change. The vision of education at Santa Teresa is that each student will experience success in academic, personal, and social growth. Further, each student will be given an opportunity to select a career path leading to college and/or placement after high school. Finally, the staff, students and community will remain involved in planning and refining the most nurturing and healthy educational program and school climate for all. This vision is supported by 11 instructional tenets, which range from ensuring that all learning styles are honored to delivering instruction using the technology tools of the day.

The instructional program unites students and staff into twelve career-exploratory 9th and 10th grade families and nine career-oriented 11th and 12th grade clusters. The purposes of families and clusters are to bring students together into small, cohesive learning groups, focus instruction around career paths or areas of interest, integrate instruction among traditional disciplines and around the school-wide learning expectations, promote student centered classrooms focusing on collaborative problem solving, utilize technology as a key instructional tool, and demonstrate to our community the students' abilities to perform at world class standards. Sixty-three of Santa Teresa's 90 teachers and 1650 of its 2250 students are currently involved in families and clusters. To the same end, Santa Teresa has joined in partnership with 7 feeder schools and the College of Education at San Jose State University (which has phase I and phase II student teachers on our campus).

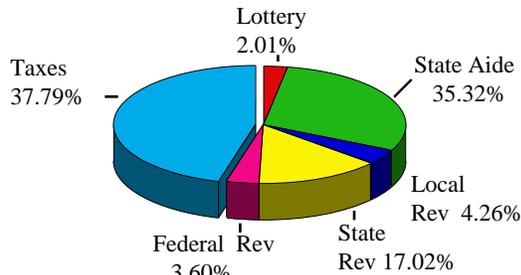
The school currently operates 7 computer labs and has about 280 computers for student use. The school is networked with fiber-optic cable and has completed a closed circuit local television system. Staff is currently in the process of developing skills and strategies to best utilize these resources.

From the perspective of 'Second to None', California's blueprint for secondary school reform, many of the key reform issues are in the process of being implemented. While the change process remains difficult and much slower than we'd like, Santa Teresa continues to work to make ST a high school committed to rigorous 21st century standards.

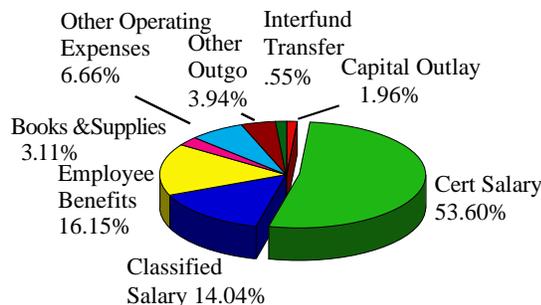
EXPENDITURES & SERVICES OFFERED

In 1996-97, the East Side Union High School District received \$121 million. When costs for direct instruction, transportation, salaries, fringe benefits, food services and facilities maintenance are considered, the district expended \$5,536.00 per student. The graphs below illustrate district income and expenditures.

—General Fund Income—



—District 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)
- Police, Business, & Public Services Magnet Programs
- S.T.Y.L.E. (Tutor Program for Santa Teresa students)
- UCO (University/College Opportunities)
- Primary Language Assistance
- English as a Second Language
- Special Education

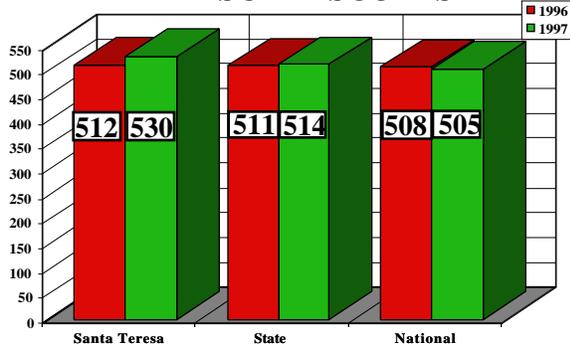
—Compensation / Salary—

Many things affect employee salary. Considerations that affect the salary of educators are: the size of the district and whether it serves only high school students, elementary students, or both. Below, we look at statewide averages, ranges and ESUHS D figures.

	STATE-WIDE AVERAGE	STATE-WIDE RANGE	ESUHS D
Beginning Teacher's Salary	\$27,896	\$23,273-\$34,662	\$27,723
Midrange Teacher's Salary	\$45,863	\$39,666-\$54,562	\$48,119
Highest Teacher's Salary	\$55,196	\$48,244-\$61,207	\$59,215
School-Site Principal's Salary	\$79,461	\$67,575-\$92,903	\$77,356
District Superintendent's Salary	\$106,594	\$85,112-\$131,300	\$110,088

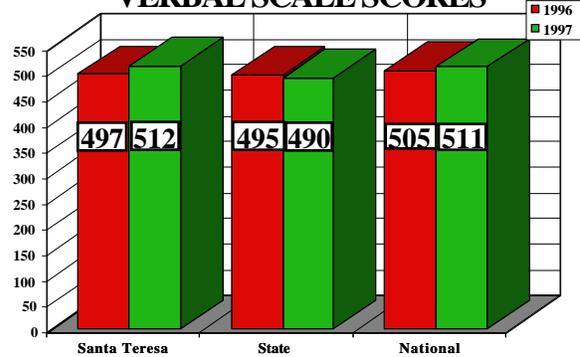
The Scholastic Aptitude Test (SAT) is a voluntary 2 1/2 hour test that measures verbal and mathematical reasoning abilities related to successful performance in college. Colleges use the information to recruit and select students. The College Board reports the number of students from each school who took the test.

SCHOLASTIC APTITUDE TEST MATH SCALE SCORES



The College Board reports the average scale scores of students who gave permission to release those scores to their schools. In the mathematics section of the SAT, the Santa Teresa students who gave permission to have their scores reported to their school averaged a scale score of 530 in 1997. This represents an increase of 18 points from the previous year. The graph above compares the mean mathematics scores for Santa Teresa attained in 1996 and 1997 with those attained by students across the state and across the nation.

SCHOLASTIC APTITUDE TEST VERBAL SCALE SCORES



In 1997 Santa Teresa students volunteering their scores averaged a verbal scale score of 512 an increase of 15 points over the scores reported for their counterparts the previous year. The graph above compares the mean verbal scores for Santa Teresa attained in 1996 and 1997 with those attained by students across the state and across the nation.

COUNSELING and STUDENT SUPPORT SERVICES: 1996 -1997

Santa Teresa High School provides support services through the Multi-Media Resource Center, the Student/Family Center, and the Attendance/Discipline Office. The Multi-Media Resource Center, counseling services, the career center, the school library and the computer lab provide academic and advisory support. There are three full-time counselors, three administrators, a registrar, a career technician, and a counseling technician. The counselors/administrators are responsible for developing educational plans, scheduling, and assisting with student enrollment into alternative programs (Phoenix, Independent Study, etc.) community and state colleges, universities and trade schools. Assistance is also given with scholarship and financial aid applications and letters of recommendation. The career technician provides information on scholarships, career testing, and jobs. The registrar enrolls and withdraws students and issues transcripts and diplomas. The library is staffed by a part-time library technician and a full-time librarian. In order to provide social, personal, health, and mental support for our students, the Student/Family Center is staffed by a program coordinator, a counselor, a health clerk, a school psychologist, social work interns, a parent volunteer coordinator, personnel from community agencies, etc. This program brings together outside agencies and resources that work with our staff to provide needed crisis intervention and family wellness services. In the Attendance/Discipline office one administrator, three attendance clerks, one home-school liaison, and two advisors work toward maintaining a safe campus and improving attendance and behavior. We also provide adult instructional aides in Special Education and Language Development classes, IBM employees and student and staff academic tutoring services, and peer and group counseling.



ATTENDANCE and DROPOUT RATES

In 1996-97 Santa Teresa's Average Daily Attendance was 92.65%. Santa Teresa's attendance monitoring system notifies parents by phone of student absences. Absences are also noted on the report cards. The Home and School Liaison makes home visits when students have missed an excessive number of school days and/or when phone contacts are unsuccessful.



The number of students reported leaving school (dropout rate), as reported by the State formula, was 1.05%. This formula is based upon the number of students withdrawing from school and not requesting their school records be sent to another educational institution.



CLASSROOM DISCIPLINE and CLIMATE FOR LEARNING

We at Santa Teresa work to maintain a positive learning environment on campus. In order to do so, we follow a disciplinary program which is consistent with the policies of the East Side Union High School District and which involves the staff, parents, and students of our school. Students are kept informed through the Student Senate and the Career, Health and Driver Education classes. Each classroom has a posted Disciplinary Action Chart. Parents are kept informed through the Parent/Student Handbooks and the *Saintly Speaking* newsletter.