

Santa Teresa High School

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://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 <https://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) <https://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.

2023-24 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	Michael Payne-Alex
Email Address	payne-alexm@esuhsd.org
School Website	https://santateresahigh.esuhsd.org
County-District-School (CDS) Code	43694274330023

2023-24 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	www.esuhsd.org

2023-24 School Description and Mission Statement

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 approximately 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 Multimedia. 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

2023-24 School Description and Mission Statement

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 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

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	581
Grade 10	549
Grade 11	518
Grade 12	548
Total Enrollment	2,196

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.6%
Male	52.2%
American Indian or Alaska Native	0.1%
Asian	26.1%
Black or African American	2.3%
Filipino	4.2%
Hispanic or Latino	40.2%
Native Hawaiian or Pacific Islander	0.5%
Two or More Races	7.1%
White	19.4%
English Learners	6.1%
Foster Youth	0%
Homeless	0.8%
Migrant	0.1%
Socioeconomically Disadvantaged	16.8%
Students with Disabilities	11.7%

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.

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)	84.80	91.47	854.6	89.1	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	16.8	1.7	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.10	1.28	22.7	2.4	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.50	1.62	17.8	1.9	12115.80	4.41
Unknown	5.20	5.61	0.0	0.0	18854.30	6.86
Total Teaching Positions	92.70	100.00	959.6	100.00	274759.10	100.00

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

2021-22 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)	84.30	90.06	852.0	87.9	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	20.8	2.1	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.20	1.33	24.4	2.5	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.30	1.47	21.1	2.2	11953.10	4.28
Unknown	6.60	7.11	0.0	0.0	15831.90	5.67
Total Teaching Positions	93.60	100.00	969.1	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	1.00
Misassignments	1.10	0.20
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	1.10	1.20

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.60	0.00
Local Assignment Options	0.90	1.30
Total Out-of-Field Teachers	1.50	1.30

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
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	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Santa Teresa High School utilizes textbooks and instructional materials approved and adopted through our the Instructional Practices Committee (IPC) of the East Side Union High School District. These materials most directly support standards-based teaching aligned with common core teaching.

Year and month in which the data were collected November 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy

Reading/Language Arts	<p>English 1 –CommonLit, Inc. Grade 9, 2023 “The Language of Literature” Grade 9 McDougal Littell 2002 English 2 – CommonLit, Inc. Grade 10, 2023 “The Language of Literature” Grade 10 McDougal Littell 2002 English 3 – MyPerspectives: American Literature//Pearson ERWC -- Expository Reading and Writing Course Student Reader 2021 AP Composition and Language-- The Norton Reader AP Composition and Literature--The Intro to Literature</p>	Yes	0%
Mathematics	<p>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 8e” Cengage Learning 2020, 2015 AP Calculus AB - "Calculus 11e" Cengage Learning 2018, 2014 AP Calculus BC - "Calculus 11e" Cengage Learning 2018, 2014 AP Statistics - The Practice of Statistics, Updated 6th ed: BFW; 2020 Exploring Computer Science - ECS: Exploring Computer Science; Joanna Goode, Gail Chapman 2016 AP Computer Science A - Online materials AP Computer Science Principles - Online materials Mathematical Reasoning with Connections - MRWC materials provided by CSU</p>	Yes	0%
Science	<p>NGSS Biology - The Living Earth -- CK-12 eTextbook NGSS Chemistry in Earth's System – CK-12 eTextbook NGSS Physics of the Universe - CK-12 eTextbook Forensic Science - A Hands-on Introduction to Forensic Science 2014 Physiology- Holes Essentials of Anatomy and Physiology, McGraw Hill, 2002 AP Biology- Biology for the AP Course - Morris et al, Bedford, Freeman, & Worth 2022 AP Chemistry- Chemistry The Central Science- Brown & Lemay AP Physics 1 and 2- Physics AP- Cutnell and Johnson , Wiley 2012 AP Environmental Science- Living In The Environment- Miller/Spoonman - Cengage 2015 Living Earth Essentials - CK-12 eTextbook Physical Science Essentials - CK-12 eTextbook</p>	Yes	0%
History-Social Science	<p>World History – " World History Interactive" SAVVAS 2022 US History – “United States History Interactive” SAVVAS 2022 American Government – "Government Alive! Power, Politics and You" TCI 2014 Economics – “Econ Alive! The Power to Choose" TCI 2015 AP World History - "The Earth and Its Peoples AP Edition" Cengage Learning 2018 AP US History - "America's History for the AP Course" Bedford 2014</p>	Yes	0%

	AP Government - "Government in America" Pearson Learning 2014 AP Macro/Micro Economics - "Economics (AP)" McGraw Hill 2014 AP Human Geography - "AP Human Geography - "Human Geography for the AP Course " 2022 AP Psychology - "Psychology for AP" Worth 2015 World Geography - "Geography Alive!" TCI 2011		
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)	N/A	N/A	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 book room, 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. Construction started in 2022 on a new science building between the gym and 800 building and is currently underway.

Year and month of the most recent FIT report	Oct. 2023
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System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			

School Facility Conditions and Planned Improvements

Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			Minor use of extension cords for permanent power and cords chained together found but not pervasive.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials			X	Found critical issue in 200 building with fire extinguishers being blocked by furniture, the majority of classrooms had this state. Due to the nature of this issue it was deemed an extreme deficiency and resulted in a score of 0 for this category. It does not reflect the score overall of the site but was a serious issue that was identified and corrected by the school site immediately.
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

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).

College and Career Ready

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.

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

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	73	73	62	61	47	46
Mathematics (grades 3-8 and 11)	51	45	37	34	33	34

2022-23 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.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	518	464	89.58	10.42	72.94
Female	248	222	89.52	10.48	77.93
Male	270	242	89.63	10.37	68.33
American Indian or Alaska Native	--	--	--	--	--
Asian	132	126	95.45	4.55	90.40
Black or African American	12	11	91.67	8.33	81.82
Filipino	26	26	100.00	0.00	73.08
Hispanic or Latino	208	181	87.02	12.98	59.67
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	33	28	84.85	15.15	75.00
White	106	92	86.79	13.21	73.63
English Learners	27	20	74.07	25.93	25.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	110	95	86.36	13.64	61.70
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	62	46	74.19	25.81	22.22

2022-23 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.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	518	465	89.77	10.23	44.73
Female	248	227	91.53	8.47	44.49
Male	270	238	88.15	11.85	44.96
American Indian or Alaska Native	--	--	--	--	--
Asian	132	127	96.21	3.79	75.59
Black or African American	12	11	91.67	8.33	27.27
Filipino	26	24	92.31	7.69	33.33
Hispanic or Latino	208	185	88.94	11.06	27.03
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	33	26	78.79	21.21	57.69
White	106	92	86.79	13.21	39.13
English Learners	27	21	77.78	22.22	14.29
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	110	90	81.82	18.18	32.22
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	62	45	72.58	27.42	6.67

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.

Science test results include the CAST and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	48.69	46.85	37.48	37.24	29.47	30.29

2022-23 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. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	1063	969	91.16	8.84	46.54
Female	501	464	92.61	7.39	47.84
Male	562	505	89.86	10.14	45.35
American Indian or Alaska Native	--	--	--	--	--
Asian	254	248	97.64	2.36	67.34
Black or African American	23	19	82.61	17.39	36.84
Filipino	49	46	93.88	6.12	47.83
Hispanic or Latino	442	400	90.50	9.50	29.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	77	67	87.01	12.99	58.21
White	214	186	86.92	13.08	53.23
English Learners	50	41	82.00	18.00	2.44
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	231	200	86.58	13.42	31.50
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	123	88	71.54	28.46	11.36

2022-23 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

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	324
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	46.5
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

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
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	98.63
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	60.95

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.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	91.4	93.6	94.5	94.1	94.5

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.

2023-24 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 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	6.2	2.9	2.7	7.1	5.6	5.8	9.4	7.8	8.2
Graduation Rate	88.5	94.3	94.2	89.2	90.4	87.0	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 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	516	94.2
Female	256	245	95.7
Male	292	271	92.8
Non-Binary			
American Indian or Alaska Native	0	0	0.00
Asian	126	120	95.2
Black or African American	11	11	100.0
Filipino	26	24	92.3
Hispanic or Latino	228	212	93.0
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	42	40	95.2
White	112	106	94.6
English Learners	39	28	71.8
Foster Youth	0	0	0.00
Homeless	--	--	--
Socioeconomically Disadvantaged	169	150	88.8
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	70	52	74.3

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2266	2233	414	18.5
Female	1078	1064	205	19.3
Male	1184	1165	206	17.7
Non-Binary	4	4	3	75.0
American Indian or Alaska Native	4	3	0	0.0
Asian	581	578	31	5.4
Black or African American	55	50	12	24.0
Filipino	97	97	10	10.3
Hispanic or Latino	924	907	243	26.8
Native Hawaiian or Pacific Islander	12	12	3	25.0
Two or More Races	153	153	26	17.0
White	439	432	89	20.6
English Learners	145	144	37	25.7
Foster Youth	4	3	2	66.7
Homeless	21	19	7	36.8
Socioeconomically Disadvantaged	534	523	163	31.2
Students Receiving Migrant Education Services	2	2	1	50.0
Students with Disabilities	289	281	107	38.1

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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	2.68	5.87	0.03	3.6	4.0	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.18	0.15	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	5.87	0
Female	4.64	0
Male	6.93	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0.86	0
Black or African American	20	0
Filipino	4.12	0
Hispanic or Latino	9.42	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	3.27	0
White	4.33	0
English Learners	18.62	0
Foster Youth	0	0
Homeless	9.52	0
Socioeconomically Disadvantaged	11.99	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	15.22	0

2023-24 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.

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

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 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	12	60	10
Mathematics	27	15	52	5
Science	28	12	44	9
Social Science	27	14	41	17

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	16	71	3
Mathematics	26	16	50	6
Science	30	6	47	9
Social Science	28	14	44	17

2022-23 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	378.62

2022-23 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)	5.8
Library Media Teacher (Librarian)	0.5
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	2
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	6

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	\$12,148	\$3,433	\$8,716	\$114,999
District	N/A	N/A	\$9,513	\$105,255
Percent Difference - School Site and District	N/A	N/A	-8.7	13.2
State	N/A	N/A	\$7,607	\$97,850
Percent Difference - School Site and State	N/A	N/A	27.7	20.0

Fiscal Year 2022-23 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.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	\$64,471	\$57,234
Mid-Range Teacher Salary	\$101,894	\$95,467
Highest Teacher Salary	\$130,638	\$122,669
Average Principal Salary (Elementary)	\$0	
Average Principal Salary (Middle)	\$0	\$153,476
Average Principal Salary (High)	\$171,239	\$173,198
Superintendent Salary	\$280,339	\$277,572
Percent of Budget for Teacher Salaries	32.81%	31.17%
Percent of Budget for Administrative Salaries	3.17%	4.46%

2022-23 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	34.9
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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	15
Fine and Performing Arts	3
Foreign Language	5
Mathematics	7
Science	8
Social Science	14
Total AP Courses Offered Where there are student course enrollments of at least one student.	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

Professional Development

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	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	33	33	33