



Santa Teresa High School

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

Greg Louie, Principal

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2012-13 School Accountability Report Card Published During the 2013-14 School Year

East Side Union High School District

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About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. All data are reported for the 2012-13 school-year, unless otherwise indicated. For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at www.cde.ca.gov/ta/ac/sa/. For additional information about this school, please contact the school administration at 408.347.6200.

School Description

Santa Teresa High School is "Helping students get a GRASP on their future! A community of: Goal oriented, Responsible, Academically sound, Socially adept, Problem solvers." It is the mission of Santa Teresa High School to provide a safe and caring learning environment where students achieve the academic, aesthetic, personal, and social development required to continue learning and pursuing post-secondary education, to compete in a changing job market, and to participate in a multicultural, democratic society.

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

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

Welcome to the home of the Saints!

Opportunities for Parental Involvement

Parent Involvement Coordinator: Greg Louie, Principal (408) 347-6210

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

Student Enrollment by Grade Level	
Grade Level	Number of Students
Gr. 9	584
Gr. 10	632
Gr. 11	543
Gr. 12	477
Total	2,236

Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	5.3
American Indian or Alaska Native	0.7
Asian	16.0
Filipino	3.4
Hispanic or Latino	39.4
Native Hawaiian/Pacific Islander	0.4
White	31.7
Two or More Races	2.2
Socioeconomically Disadvantaged	18.2
English Learners	21.1
Students with Disabilities	10.6

School Safety Plan

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

Santa Teresa has a very detailed, comprehensive safety plan that outlines protocols, systems, and procedures in the event of any/all emergencies. This plan also contains the yearly safety goals as determined by the students, staff, and parents. The Safety Plan is developed by the Santa Teresa Safety Committee and reviewed by the School Site Council and District Safety Committee before it is presented to the East Side Union High School District Board of Trustees for adoption. The Safety Plan and drill procedures are reviewed during the year with all staff. Safety alerts are shared with all staff as needed throughout the school year. In addition, all required drills are calendared and completed and the results are communicated to all staff. Santa Teresa's campus is supervised by administration, advisors, monitor, one on-campus San Jose Police Officer, and certificated staff during school day hours.

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

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

Average Class Size and Class Size Distribution												
Year	Average Class Size			Number of Classrooms*								
	11	12	13	1-20			21-32			33+		
English	28.7	29.4	25	14	13	15	42	32	38	31	45	41
Math	27.8	29.7	27	19	14	21	31	11	27	32	47	41
Science	29.8	30.9	31	7	4	6	16	15	16	30	38	43
SS	30.9	31.8	27	6	3	16	15	21	18	35	29	42

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

Suspensions and Expulsions			
School	10-11	11-12	12-13
Suspensions Rate	12.78	10.77	5.28
Expulsions Rate	0.13	0	0.22
District	10-11	11-12	12-13
Suspensions Rate	11.87	15.53	5.05
Expulsions Rate	0.14	0.1	0.15

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

School Facility Conditions and Planned Improvements (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

Year and month in which data were collected: October 2013

Overview

The District makes every effort to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the school office and at the district office.

Cleaning Process and Schedule

The district's Board of Trustees has adopted cleaning standards for all schools in the district. The Leadership Team works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

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

Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floors systems.

Maintenance Projects

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

Despite its age, the school facilities are maintained in a good state of repair. The facilities are clean, safe, and adequate for providing a quality education for all students. All classrooms provide adequate space for teaching and learning. Each building also provides an office for teachers to use during their prep periods. Exterior campus grounds feature large expanses of lawn, dotted with trees and other shrubbery. Athletic fields are adequate for physical education classes. The football field, track and stadium were renovated to a waterless turf field, rubberized track and new aluminum stands with a press box and ticket booth. At night the campus is well lit with under eave and pole lighting. All student and almost all staff restrooms are newly renovated. The floors and walls of the student restrooms are tiled, as are the floors and most of the walls in the staff restrooms. Santa Teresa High School is extremely suitable as a learning environment. Lighting in all areas is adequate for instruction, and there is a suitable HVAC system in place. The fire alarm system has been refurbished with a new control panel. The theater was completely renovated and Santa Teresa has a very good technology infrastructure.

Modernization Projects

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

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

School Facility Good Repair Status (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

School Facility Good Repair Status				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[]	[]	Bldg 100: HVAC room 106 & 107 needs to be replaced. Action/plan-Site to submit work order and M&O to schedule the work. Bldg 500 & 500L: HVAC will randomly work. Action/plan-Site to submit work order and M&O to schedule the work. Boy's & Girl's locker room and Bldg 800: The staff has complained about the toilets backing up and strong stench of sewer. Action/plan-Site to submit work order and M&O to schedule the work. Portable P-4: HVAC issue noted but no comments. Action/plan-Site to submit work order and M&O to schedule the work. Bldg 400 : The staff restroom needs repair both sewer and structural. Action/plan-Site to submit work order and M&O to schedule the work.
Interior: Interior Surfaces	[X]	[]	[]	No comments noted.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[]	[X]	[]	Basketball Courts, Tennis Courts, Soccer Fields, Softball Fields, Baseball Fields, Quad Areas and Portables : Squirrel problem. Action/plan-Site to submit work order and M&O to schedule the work. (Outside company working on controlling the squirrel problem).
Electrical: Electrical	[X]	[]	[]	No comments noted.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[]	[]	No comments noted.
Safety: Fire Safety, Hazardous Materials	[X]	[]	[]	No comments noted.

School Facility Good Repair Status

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Structural: Structural Damage, Roofs	[]	[X]	[]	Bldg 300 & 400: leaks reported. Action/plan-Site to submit work order and M&O to schedule the work. Bldg 600: The squirrels have caused erosion around building and foundation. Action/plan-Site to submit work order and M&O to schedule the work. Bldg 1200: The squirrels have caused erosion around the facility causing pot holes and large tunnels. Action/plan-Site to submit work order and M&O to schedule the work. Portable 4: The squirrels have caused erosion around the portables causing some pot holes. Repairs to exterior walls. Action/plan-Site to submit work order and M&O to schedule the work. Bldg 400 : The staff restroom needs repair both sewer and structural. Action/plan-Site to submit work order and M&O to schedule the work. Football Field, Track Area, Basketball Courts, Pedestrian Walkways, Quad Area, Parking Lots, and Tennis Courts: Squirrels have caused structural damage. Action/plan-Site to submit work order and M&O to schedule the work. (Outside company working on controlling the squirrel problem). Bldg 1300: Some leakage from AC- Action/plan-site to submit work order for M&O to schedule the work.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[]	[]	No comments noted.
Overall Rating	Exemplary []	Good [X]	Fair []	Poor []

Teacher Credentials			
School	10-11	11-12	12-13
Fully Credentialed	92	81.2	85.8
Without Full Credential	5	4	3
Teaching Outside Subject Area	0	0	0
Districtwide	10-11	11-12	12-13
Fully Credentialed	♦	♦	978
Without Full Credential	♦	♦	28

Teacher Misassignments and Vacant Teacher Positions at this School			
School	11-12	12-13	13-14
Teachers of English Learners	3	1	0
Total Teacher Misassignments	3	1	0
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period.

Professional development opportunities for staff members are multifaceted and clearly and consistently linked to the state's standards, district goals, the school's core values, and occur during the school year and summer break. Our school has a coherent, comprehensive plan for professional development that is data driven and directly linked to teaching and learning. Not only do teachers and staff participate in staff development opportunities at the school, but they also take advantage of multiple professional development opportunities at the District and throughout the country. In addition, many teachers take professional growth classes at local colleges and universities and attend workshops offered by the Santa Clara County Office of Education. BTSAs and new teacher orientation meetings support new instructors. The school has created and successfully implemented a collaboration model for professional development. School wide and departmental meetings are held regularly so that teachers can continue to work on professional development to support school-wide efforts to align curriculum with rigorous state content standards as well as to provide instructional support for literacy and differentiation to assure the achievement of all students.

To ensure a cycle of continuous improvement, professional development is personalized to address the needs of all subject-area teachers, staff, and administrators. Not only do professional development activities for teachers reflect a best practices approach, but they also align with the California Standards for the Teaching Profession. Teachers and staff participate in professional development that is aligned with their individual fields and district plans at multiple levels. At the school level, professional development is structured to have a generalized focus (e.g., higher order thinking, teaching, and learning, Common Core State Standards, etc.), and specific facets of the professional development program (e.g., specific instructional strategies) are personalized to address the specific content area dynamics and needs. The district also offers a multitude of professional development opportunities to broaden teachers' knowledge, enhance their classroom management skills, and augment their repertoire of best practices instructional strategies.

Core Academic Classes Taught by Highly Qualified Teachers

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage at: www.cde.ca.gov/nclb/sr/tq/

Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	97.5	2.6
Districtwide		
All Schools	96.1	4.0
High-Poverty Schools	94.6	5.4
Low-Poverty Schools	97.4	2.6

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

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

* One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$6,350	\$1,300	\$5,050	\$76,508
District	♦	♦	\$5,727	\$77,737
State	♦	♦	\$5,537	\$71,584
Percent Difference: School Site/District			-11.8	-2.6
Percent Difference: School Site/ State			-14.8	6.5

* **Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

* **Basic/Unrestricted** expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending webpage at www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: www.ed-data.org.

Types of Services Funded (Fiscal Year 2012-13)

This section provides specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

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

Teacher and Administrative Salaries (Fiscal Year 2011-12)		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,104	\$42,865
Mid-Range Teacher Salary	\$74,444	\$69,484
Highest Teacher Salary	\$95,445	\$89,290
Average Principal Salary (ES)	\$0	
Average Principal Salary (MS)	\$0	\$119,946
Average Principal Salary (HS)	\$117,702	\$128,378
Superintendent Salary	\$217,392	\$202,664
Percent of District Budget		
Teacher Salaries	39.7%	36.8%
Administrative Salaries	3.5%	4.9%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2013-14)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school’s use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: September 2012

Textbooks and Instructional Materials	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<p>Reading/Language Arts</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>	<p>English 1 – “The Language of Literature” Grade 9 McDougal Littell 2002</p> <p>English 2 – “The Language of Literature” Grade 10 McDougal Littell 2002</p> <p>English 3 – “Timeless Voices Timeless Themes Am. Experience” Prentice Hall 2000</p> <p>English 4 – “The Language of Literature World Literature” McDougal Littell 2002</p>
<p>Mathematics</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>	<p>Algebra I – “Algebra 1” McDougal Littell 2007</p> <p>Geometry – “Geometry” McDougal Littell 2007</p> <p>Algebra II – “Algebra 2” McDougal Littell 2007</p> <p>Math Analysis – “Precalculus With Limits A Graphing Approach” Brooks/Cole Cengage Learning 2012</p>
<p>Science</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>	<p>Integrated Science 1 – “Science Spectrum” Holt 2000</p> <p>Biology – “Modern Biology” Holt 1999</p> <p>Chemistry – “Chemistry: Connections to our Changing World” Prentice-Hall/2000, 2002</p> <p>Physics – “Principles and Problems” Glencoe 2002</p>
<p>History-Social Science</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>	<p>World History – “Modern World History” McDougal-Littell 2003</p> <p>US History – “The American Vision” Glencoe 2006</p> <p>American Government – “Magruder’s American Government” Prentice Hall 1997</p> <p>American Government – “We the People” Center for Civic Education 2002</p> <p>Economics – “Holt Economics” Holt 2003</p>
<p>Foreign Language</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>	<p>Textbooks and Instructional Materials in use are standards aligned and officially adopted</p>
<p>Health</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>	<p>Textbooks and Instructional Materials in use are standards aligned and officially adopted</p>
<p>Visual and Performing Arts</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>	<p>Textbooks and Instructional Materials in use are standards aligned and officially adopted</p>
<p>Science Laboratory Equipment</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>	<p>Science labs are adequately equipped</p>

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

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics (Math) in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science (H-SS) in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the Percent of Students not tested, see the CDE STAR Results Web site at star.cde.ca.gov.

STAR Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	59	61	61	49	50	52	54	56	55
Math	35	31	28	30	29	28	49	50	50
Science	61	64	59	50	52	52	57	60	59
H-SS	44	41	42	43	43	45	48	49	49

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible. 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.

2013 STAR Results by Student Group				
Group	Percent of Students Scoring at Proficient or Advanced			
	ELA	Math	Science	H-SS
All Students in the LEA	52	28	52	45
All Student at the School	61	28	59	42
Male	59	28	62	48
Female	64	29	57	37
Black or African American	46	23	29	32
American Indian or Alaska Native	73	36		
Asian	83	60	73	58
Filipino	81	29	67	61
Hispanic or Latino	48	15	47	26
Native Hawaiian/Pacific Islander				
White	68	29	69	51
Two or More Races	65	31	70	44
Socioeconomically Disadvantaged	44	23	37	25
English Learners	27	23	13	2
Students with Disabilities	30	20	29	16
Students Receiving Migrant Education Services				

California Physical Fitness Test Results

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the Percent of Students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at www.cde.ca.gov/ta/tg/pf/.

Grade Level	Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	13.5	34.3	39.1

DataQuest

DataQuest is an online data tool located on the CDE DataQuest webpage at dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API webpage at www.cde.ca.gov/ta/ac/ap/.

API Growth by Student Group – Three-Year Comparison			
Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	4	-4	-3
Black or African American			
American Indian or Alaska Native			
Asian	21	-6	-2
Filipino			
Hispanic or Latino	-10	-3	12
Native Hawaiian/Pacific Islander			
White	6	0	-9
Two or More Races			
Socioeconomically Disadvantaged	-3	-13	9
English Learners	23	5	78
Students with Disabilities	40	12	-65

Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state. The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

Academic Performance Index Ranks - Three-Year Comparison			
API Rank	2010	2011	2012
Statewide	7	7	6
Similar Schools	2	5	3

Federal Intervention Program (School Year 2013-14)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations webpage: www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		13
Percent of Schools Currently in Program Improvement		81.3

API Growth by Student Group - 2013 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2013 Growth API (API-G) at the school, district, and state level.

Group	School	District	State	
All Students at the School	Students	1,670	16,556	4,655,989
	API-G	776	751	790
Black or African American	Students	90	519	296,463
	API-G	695	661	708
American Indian or Alaska Native	Students	11	62	30,394
	API-G	812	694	743
Asian	Students	271	5,336	406,527
	API-G	881	863	906
Filipino	Students	57	1,445	121,054
	API-G	827	793	867
Hispanic or Latino	Students	655	7,488	2,438,951
	API-G	710	662	744
Native Hawaiian/Pacific Islander	Students	6	105	25,351
	API-G		679	774
White	Students	517	1,278	1,200,127
	API-G	799	791	853
Two or More Races	Students	47	305	125,025
	API-G	799	799	824
Socioeconomically Disadvantaged	Students	353	8,310	2,774,640
	API-G	704	701	743
English Learners	Students	442	8,673	1,482,316
	API-G	766	730	721
Students with Disabilities	Students	156	1,515	527,476
	API-G	481	466	615

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, can be found at the CDE Adequate Yearly Progress (AYP) webpage at www.cde.ca.gov/ta/ac/ay/.

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	No
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	No	No
Met Percent Proficient: Mathematics	No	No
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	Yes	Yes

Admission Requirements for California's Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the UC Admissions Information webpage at www.universityofcalifornia.edu/admissions/. (Outside source)

California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the CSU webpage at www.calstate.edu/admission/admission.shtml. (Outside source)

Completion of High School Graduation Requirements

This table displays, by student group, the number of students who were a part of the school's most recent graduating class for which CDE has available data and meet all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Completion of High School Graduation Requirements			
Group	Graduating Class of 2013		
	School	District	State
All Students	468	5,412	418,598
Black or African American	19	198	28,078
American Indian or Alaska Native	1	11	3,123
Asian	96	1765	41,700
Filipino	12	524	12,745
Hispanic or Latino	140	2345	193,516
Native Hawaiian/Pacific Islander	3	43	2,585
White	181	460	127,801
Two or More Races	13	52	6,790
Socioeconomically Disadvantaged	87	2820	217,915
English Learners	54	1714	93,297
Students with Disabilities	29	361	31,683

Dropout Rate and Graduation Rate			
Indicator	2009-10	2010-11	2011-12
Dropout Rate (1-year)	13.00	9.10	9.10
Graduation Rate	85.34	83.15	88.44
District			
Dropout Rate (1-year)	17.50	17.40	14.80
Graduation Rate	80.92	77.13	80.10
Dropout Rate (1-year)	16.60	14.70	13.10
Graduation Rate	80.53	77.14	78.73

* The National Center for Education Statistics graduation rate as reported in AYP is provided in this table.

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB. For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at cahsee.cde.ca.gov/.

CAHSEE Results for All Students - Three-Year Comparison Percent of Students Scoring at Proficient or Advanced			
Subject	2010-11	2011-12	2012-13
English-Language Arts	63	68	66
Mathematics	67	71	71
District			
English-Language Arts	55	54	56
Mathematics	61	61	63
English-Language Arts	59	56	57
Mathematics	56	58	60

Advanced Placement Courses (School Year 2011-12)		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	4	---
English	3	---
Fine and Performing Arts		---
Foreign Language	6	---
Mathematics	6	---
Science	6	---
Social Science	4	---
All courses	29	7.5

* Where there are student course enrollments.

California High School Exit Examination Grade Ten Results by Student Group - Most Recent Year

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	44	22	34	37	33	30
All Students at the School	34	26	41	29	37	34
Male	38	28	34	28	36	36
Female	29	24	47	30	37	33
Black or African American	63	22	15	42	42	17
American Indian or Alaska Native						
Asian	17	23	60	10	28	62
Filipino	19	33	48	29	33	38
Hispanic or Latino	47	29	24	45	36	19
Native Hawaiian/Pacific Islander						
White	23	25	52	19	43	38
Two or More Races	36	16	48	24	24	52
Socioeconomically Disadvantaged	58	25	17	44	42	15
English Learners	96	4		80	15	5
Students with Disabilities	74	10	17	56	28	16
Students Receiving Migrant Education Services						

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	38
Percent of pupils completing a CTE program and earning a high school diploma	100%
Percent of CTE courses sequenced/ articulated between the school/ institutions of postsecondary education	0%

Courses for University of California and/or California State University	
UC/CSU Course Measure	Percent
2012-13 Students Enrolled in Courses Required for UC/CSU Admission	80.9
2011-12 Graduates Who Completed All Courses Required for UC/CSU Admission	37.8

Career Technical Education Programs

This section provides information about Career Technical Education (CTE) programs including:

- Programs and classes offered that are specifically focused on career preparation and or preparation for work
- How these programs and classes are integrated with academic courses and how they support academic achievement
- How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students
- The measurable outcomes of these programs and classes, and how they are evaluated
- State the primary representative of the district’s CTE advisory committee and the industries represented on the committee

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

Central County Occupational Center (CCOC)

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

Work Experience