# Santa Teresa High School

**6150 Snell Rd. • San Jose, CA 95123 • 408.347.6200 • Grades 9-12**
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## 2015-16 School Accountability Report Card
## Published During the 2016-17 School Year

### East Side Union High School District
830 N. Capitol Avenue
San Jose, CA 95133
(408) 347-5000
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#### District Governing Board
Frank Biehl

J. Manuel Herrera

Van Thi Le

Pattie Cortese

Lan Nguyen

#### District Administration
Chris D. Funk
**Superintendent**

Glenn Vander Zee
**Assistant Superintendent**
**Educational Services**

Marcus Battle
**Associate Superintendent**
**Business Services**

Cari Vaeth
**Associate Superintendent**
**Human Resources**

### 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 more than 2200 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 (Art History, Biology, Calculus AB, Calculus BC, Chemistry, Computer Science, English Language, English Literature, Environmental Science, French Language, Physics 1 and 2, 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 co-taught Biology, 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!

## About the SARC

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, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://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.

| 2015-16 Student Enrollment by Grade Level | |
|---|---|
| Grade Level | Number of Students |
| Grade 9 | 563 |
| Grade 10 | 609 |
| Grade 11 | 530 |
| Grade 12 | 525 |
| Total Enrollment | 2,227 |

| 2015-16 Student Enrollment by Group | |
|---|---|
| Group | Percent of Total Enrollment |
| Black or African American | 4.8 |
| American Indian or Alaska Native | 0.4 |
| Asian | 19.4 |
| Filipino | 4 |
| Hispanic or Latino | 39 |
| Native Hawaiian or Pacific Islander | 0.4 |
| White | 28.3 |
| Two or More Races | 3.7 |
| Socioeconomically Disadvantaged | 23.5 |
| English Learners | 5.7 |
| Students with Disabilities | 10.1 |
| Foster Youth | 0.4 |

## A. Conditions of Learning

**State Priority: Basic**

The SARC provides the following information relevant to the Basic State Priority (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.

| Teacher Credentials | | | |
|---|---|---|---|
| Santa Teresa High School | 14-15 | 15-16 | 16-17 |
| With Full Credential | 106 | 90 | 111 |
| Without Full Credential | 2 | 4 | 3 |
| Teaching Outside Subject Area of Competence | 0 | 0 | 0 |
| East Side Union High School District | 14-15 | 15-16 | 16-17 |
| With Full Credential | ◆ | ◆ | 1016.6 |
| Without Full Credential | ◆ | ◆ | 51.7 |
| Teaching Outside Subject Area of Competence | ◆ | ◆ | 0 |

| Teacher Misassignments and Vacant Teacher Positions at this School | | | |
|---|---|---|---|
| Santa Teresa High School | 14-15 | 15-16 | 16-17 |
| Teachers of English Learners | 1 | 0 | 0 |
| Total Teacher Misassignments | 1 | 0 | 0 |
| Vacant Teacher Positions | 0 | 2 | 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. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Core Academic Classes Taught by Highly Qualified Teachers

| 2015-16 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 | 94.7 | 5.4 |
| Districtwide | | |
| All Schools | 95.3 | 4.7 |
| High-Poverty Schools | 94.9 | 5.1 |
| Low-Poverty Schools | 96.2 | 3.8 |

\* 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 39 percent or less in the free and reduced price meals program.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)**

| Textbooks and Instructional Materials Year and month in which data were collected: October 2016 | |
|---|---|
| **Core Curriculum Area** | **Textbooks and Instructional Materials/Year of Adoption** |
| **Reading/Language Arts** | English 1 – "The Language of Literature" Grade 9 McDougal Littell 2002<br>English 2 – "The Language of Literature" Grade 10 McDougal Littell 2002<br>English 3 – "Timeless Voices Timeless Themes Am. Experience" Prentice Hall 2000<br>ERWC (English 4)-- Expository Reading and Writing Course Student Reader 2013<br><br>**The textbooks listed are from most recent adoption:** Yes<br>**Percent of students lacking their own assigned textbook:** 0% |
| **Mathematics** | CCSS Math 1 – "Big Ideas Integrated Mathematics I," Big Ideas Learning, LLC 2016<br>CCSS Math 2 – "California Integrated Mathematics 2," Houghton Mifflin Harcourt 2015<br>CCSS Math 3 – "Big Ideas Integrated Mathematics III," Big Ideas Learning, LLC 2016<br>Math Analysis – "Precalculus With Limits A Graphing Approach" Brooks/Cole Cengage Learning 2012<br><br>**The textbooks listed are from most recent adoption:** Yes<br>**Percent of students lacking their own assigned textbook:** 0% |
| **Science** | A Hands on Introduction to Forensic Science 2014<br><br>Biology – CK-12 ESUHSD Flexbook 2016<br><br>Chemistry – "Chemistry: Connections to our Changing World"<br>Prentice-Hall/2000, 2002<br><br>Physics – "Principles and Problems" Glencoe 2002<br><br>**The textbooks listed are from most recent adoption:** Yes<br>**Percent of students lacking their own assigned textbook:** 0% |
| **History-Social Science** | World History – "Modern World History" McDougal-Littell 2003<br>US History – "The American Vision" Glencoe/McGraw Hill 2006<br>American Government – "Government Alive! Power, Politics and You" TCI 2014<br>Economics – "Econ Alive! The Power to Choose" TCI 2015<br><br>**The textbooks listed are from most recent adoption:** Yes<br>**Percent of students lacking their own assigned textbook:** 0% |
| **Foreign Language** | Textbooks and Instructional Materials in use are standards aligned and officially adopted<br>**The textbooks listed are from most recent adoption:** Yes<br>**Percent of students lacking their own assigned textbook:** 0% |
| **Health** | Textbooks and Instructional Materials in use are standards aligned and officially adopted<br>**The textbooks listed are from most recent adoption:** Yes<br>**Percent of students lacking their own assigned textbook:** 0% |
| **Visual and Performing Arts** | Textbooks and Instructional Materials in use are standards aligned and officially adopted<br>**The textbooks listed are from most recent adoption:** Yes<br>**Percent of students lacking their own assigned textbook:** 0% |
| **Science Laboratory Equipment** | Science labs are adequately equipped<br>**The textbooks listed are from most recent adoption:** Yes<br>**Percent of students lacking their own assigned textbook:** 0% |

**School Facility Conditions and Planned Improvements (Most Recent Year)**
**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 (Most Recent Year) Year and month in which data were collected: June 2016 | | | | |
|---|---|---|---|---|
| System Inspected | Repair Status | | | Repair Needed and Action Taken or Planned |
| | Good | Fair | Poor | |
| **Systems:**<br>Gas Leaks, Mechanical/HVAC, Sewer | X | | | Bld 600 Theater: The HVAC sometimes needs service during the school year. Action/plan-Site to submit work order. |
| **Interior:**<br>Interior Surfaces | | X | | Basketball Courts West: no details. Action/plan-Site to submit work order. Bld 300, Bld 808 & 809 Portable CR: Interior walls need to repainted in the building. Action/plan-Site to submit work order.  Bld 400 Science Main West: Room 413 has dampness between the interior and exterior walls. Action/plan-Site to submit work order.  Bld P1, P2, P3, & P4 Portable CR: new carpet is needed. Action/plan-Site to submit work order. Bus Canopy, Softball Complex North, Softball Complex South & Tennis Courts: item noted but no details. Action/plan-Site to submit work order. |
| **Cleanliness:**<br>Overall Cleanliness, Pest/ Vermin Infestation | | X | | Baseball Complex, Basketball Courts West, Bld 300, Bld 800: no details. Action/plan-Site to submit work order.  Bld 500 Main South, Bld 500 Small North, Bld 600 Theater, Landscape Hardscape: The ground squirrels have caused erosion underneath the concrete walkways. Action/plan-Site to submit work order. Bld 808 & 809 Portable CR: ground squirrels have caused erosion around the portables. Action/plan-Site to submit work order. Bus Canopy: no details. Action/plan-Site to submit work order. Soccer Complex, Softball Complex North & Softball Complex South: The ground squirrels have caused some erosion out on the fields. Action/plan-Site to submit work order. |
| **Electrical:**<br>Electrical | X | | | Bld 300: The electrical breakers in the 300 building need to reset sometimes. Action/plan-Site to submit work order. Bld 500 Main South, Bld 500 Small North: The electrical breaker often jumps off in the building. Action/plan-Site to submit work order. Tennis Courts: The electrical sockets are not functional. Action/plan-Site to submit work order. |

| School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: June 2016 | | | | |
|---|---|---|---|---|
| **System Inspected** | **Repair Status** | | | **Repair Needed and Action Taken or Planned** |
| | **Good** | **Fair** | **Poor** | |
| **Restrooms/Fountains:** Restrooms, Sinks/ Fountains | | X | | Basketball Courts West, Bld 400 Science Main West, Bld 800, Softball Complex North, Softball Complex South, Tennis Courts: no details. Action/plan-Site to submit work order. Bld 400 Science Small East: The restrooms attached to the building get backed up and during the raining season the ceiling sometimes leak. Action/plan-Site to submit work order. |
| **Safety:** Fire Safety, Hazardous Materials | X | | | No comments noted. |
| **Structural:** Structural Damage, Roofs | | X | | Basketball Courts West: All of the backboards need to be replaced due to severe cracks and broken. Action/plan-Site to submit work order. Bld 300: There are are some cracked roof tiles. Action/plan-Site to submit work order. Bld 400 Science Main West, Bld 800 : Roof leakage in some classrooms during rain season. Action/plan-Site to submit work order. Bld P1, P2, P3, & P4 Portable CR: The exterior walls of the portables are damaged. Action/plan-Site to submit work order. Bus Canopy: The structure has some damage and is weathered. Action/plan-Site to submit work order. Tennis Courts: The tennis courts are weathered and need some repairs. Action/plan-Site to submit work order. |
| **External:** Playground/School Grounds, Windows/ Doors/Gates/Fences | | X | | Baseball Complex: The exterior fence/gate that divides the field to the soccer/field area needs to be replaced-Action/plan-Site to submit work order. Soccer Complex, Softball Complex North, Softball Complex South: no details. Action/plan-Site to submit work order. Solar PVs: no details. Action/plan-Site to submit work order. Swimming Pool Complex: Swimming pool is not accessible due renovation. FYI only. Tennis Courts: no details. Action/plan-Site to submit work order. |

| Overall Rating | 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, which 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and

- 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

| | CAASPP Results for All Students - Three-Year Comparison | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Subject | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | | | | |
| | School | | | District | | | State | | |
| | 13-14 | 14-15 | 15-16 | 13-14 | 14-15 | 15-16 | 13-14 | 14-15 | 15-16 |
| Science | 68 | 67 | 66 | 54 | 50 | 49 | 60 | 56 | 54 |

\* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. 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.

| Grade Level | 2015-16 Percent of Students Meeting Fitness Standards | | |
|---|---|---|---|
| | 4 of 6 | 5 of 6 | 6 of 6 |
| 9 | 16.6 | 33 | 30.7 |

\* 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.

| | 2015-16 CAASPP Results for All Students | | | | | |
|---|---|---|---|---|---|---|
| Subject | Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11) | | | | | |
| | School | | District | | State | |
| | 14-15 | 15-16 | 14-15 | 15-16 | 14-15 | 15-16 |
| ELA | 73 | 74 | 59 | 61 | 44 | 48 |
| Math | 49 | 53 | 37 | 38 | 34 | 36 |

\* 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.

| 2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10) | | | | |
|---|---|---|---|---|
| Group | Number of Students | | Percent of Students | |
| | Enrolled | with Valid Scores | w/ Valid Scores | Proficient or Advanced |
| All Students | 619 | 596 | 96.3 | 66.3 |
| Male | 327 | 312 | 95.4 | 69.9 |
| Female | 292 | 284 | 97.3 | 62.3 |
| Black or African American | 32 | 26 | 81.3 | 50.0 |
| Asian | 143 | 140 | 97.9 | 81.4 |
| Filipino | 25 | 25 | 100.0 | 76.0 |
| Hispanic or Latino | 240 | 230 | 95.8 | 52.2 |
| White | 158 | 154 | 97.5 | 74.7 |
| Two or More Races | 17 | 17 | 100.0 | 70.6 |
| Socioeconomically Disadvantaged | 143 | 133 | 93.0 | 54.1 |
| English Learners | 44 | 40 | 90.9 | 27.5 |
| Students with Disabilities | 54 | 46 | 85.2 | 23.9 |

\* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. 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.

| School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven | | | | | |
|---|---|---|---|---|---|
| **Student Group** | **Grade** | **Number of Students** | | **Percent of Students** | |
| | | **Enrolled** | **Tested** | **Tested** | **Standard Met or Exceeded** |
| **All Students** | 11 | 531 | 504 | 94.9 | 74.3 |
| **Male** | 11 | 275 | 265 | 96.4 | 70.5 |
| **Female** | 11 | 256 | 239 | 93.4 | 78.6 |
| **Black or African American** | 11 | 24 | 23 | 95.8 | 56.5 |
| **Asian** | 11 | 104 | 101 | 97.1 | 91.1 |
| **Filipino** | 11 | 21 | 21 | 100.0 | 85.7 |
| **Hispanic or Latino** | 11 | 196 | 185 | 94.4 | 60.7 |
| **White** | 11 | 145 | 139 | 95.9 | 81.3 |
| **Two or More Races** | 11 | 36 | 33 | 91.7 | 75.8 |
| **Socioeconomically Disadvantaged** | 11 | 131 | 123 | 93.9 | 58.2 |
| **English Learners** | 11 | 34 | 29 | 85.3 | 10.3 |
| **Students with Disabilities** | 11 | 57 | 51 | 89.5 | 16.3 |

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 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.

| School Year 2015-16 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven | | | | | |
|---|---|---|---|---|---|
| **Student Group** | **Grade** | **Number of Students** | | **Percent of Students** | |
| | | **Enrolled** | **Tested** | **Tested** | **Standard Met or Exceeded** |
| **All Students** | 11 | 531 | 500 | 94.2 | 52.9 |
| **Male** | 11 | 275 | 263 | 95.6 | 51.3 |
| **Female** | 11 | 256 | 237 | 92.6 | 54.7 |
| **Black or African American** | 11 | 24 | 23 | 95.8 | 22.7 |
| **Asian** | 11 | 104 | 101 | 97.1 | 87.0 |
| **Filipino** | 11 | 21 | 21 | 100.0 | 57.1 |
| **Hispanic or Latino** | 11 | 196 | 183 | 93.4 | 31.9 |
| **White** | 11 | 145 | 138 | 95.2 | 58.7 |
| **Two or More Races** | 11 | 36 | 33 | 91.7 | 57.6 |
| **Socioeconomically Disadvantaged** | 11 | 131 | 120 | 91.6 | 45.4 |
| **English Learners** | 11 | 34 | 28 | 82.3 | 10.7 |
| **Students with Disabilities** | 11 | 57 | 49 | 86.0 | 12.8 |

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 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.

## C. Engagement

**State Priority: Parental Involvement**
The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):
• Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

**Opportunities for Parental Involvement (School Year 2016-17)**
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 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.

**State Priority: School Climate**
The SARC provides the following information relevant to the School Climate State Priority (Priority 6):
• Pupil suspension rates;
• Pupil expulsion rates; and
• Other local measures on the sense of safety.

**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, 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 polices 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.

## Suspensions and Expulsions

| School | 2013-14 | 2014-15 | 2015-16 |
|---|---|---|---|
| Suspensions Rate | 3.1 | 3.6 | 2.2 |
| Expulsions Rate | 0.1 | 0.0 | 0.1 |
| District | 2013-14 | 2014-15 | 2015-16 |
| Suspensions Rate | 4.5 | 3.5 | 3.8 |
| Expulsions Rate | 0.1 | 0.0 | 0.1 |
| State | 2013-14 | 2014-15 | 2015-16 |
| Suspensions Rate | 4.4 | 3.8 | 3.7 |
| Expulsions Rate | 0.1 | 0.1 | 0.1 |

## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

| 2016-17 Federal Intervention Program | | |
|---|---|---|
| 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 | | 15 |
| Percent of Schools Currently in Program Improvement | | 78.9 |

| Academic Counselors and Other Support Staff at this School | |
|---|---|
| Number of Full-Time Equivalent (FTE) | |
| Academic Counselor | 3.6 |
| Counselor (Social/Behavioral or Career Development) | 0 |
| Library Media Teacher (Librarian) | .5 |
| Library Media Services Staff (Paraprofessional) | 0 |
| Psychologist | 0 |
| Social Worker | 1 |
| Nurse | 0 |
| Speech/Language/Hearing Specialist | 0 |
| Resource Specialist | 0 |
| Other | 0 |
| Average Number of Students per Staff Member | |
| Academic Counselor | 613.6 |

\* 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.

## Average Class Size and Class Size Distribution (Secondary)

| | Average Class Size | | | Number of Classrooms* | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 1-22 | | | 23-32 | | | 33+ | | |
| Subject | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 |
| English | 31 | 31 | 27 | 9 | 8 | 15 | 24 | 33 | 72 | 50 | 43 | 3 |
| Mathematics | 32 | 30 | 28 | 8 | 9 | 14 | 12 | 16 | 40 | 52 | 32 | 18 |
| Science | 34 | 33 | 31 | | 2 | 6 | 10 | 12 | 30 | 51 | 51 | 34 |
| Social Science | 33 | 32 | 30 | 4 | 8 | 8 | 12 | 6 | 28 | 48 | 48 | 32 |

\* 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 rather than grade level.

## Professional Development provided for Teachers

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

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

| FY 2014-15 Teacher and Administrative Salaries | | |
|---|---|---|
| **Category** | **District Amount** | **State Average for Districts In Same Category** |
| **Beginning Teacher Salary** | $51,847 | $46,184 |
| **Mid-Range Teacher Salary** | $85,132 | $75,179 |
| **Highest Teacher Salary** | $105,058 | $96,169 |
| **Average Principal Salary (ES)** | | |
| **Average Principal Salary (MS)** | | $124,243 |
| **Average Principal Salary (HS)** | $140,146 | $137,939 |
| **Superintendent Salary** | $251,562 | $217,637 |
| **Percent of District Budget** | | |
| **Teacher Salaries** | 36% | 35% |
| **Administrative Salaries** | 4% | 5% |

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

| FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries | | | | |
|---|---|---|---|---|
| **Level** | **Expenditures Per Pupil** | | | **Average Teacher Salary** |
| | **Total** | **Restricted** | **Unrestricted** | |
| **School Site** | $7,027 | $1,232 | $5,795 | $83,856 |
| **District** | ♦ | ♦ | $6,960 | $84,725 |
| **State** | ♦ | ♦ | $5,677 | $77,824 |
| **Percent Difference: School Site/District** | | | -16.7 | 3.7 |
| **Percent Difference: School Site/ State** | | | 8.4 | 11.9 |

* Cells with ♦ do not require data.

## Types of Services Funded

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.

| Dropout Rate and Graduation Rate (Four-Year Cohort Rate) | | | |
|---|---|---|---|
| **Santa Teresa High School** | **2011-12** | **2013-14** | **2014-15** |
| **Dropout Rate** | 6.40 | 7.10 | 6.00 |
| **Graduation Rate** | 89.90 | 88.29 | 89.67 |
| **East Side Union High School District** | **2011-12** | **2013-14** | **2014-15** |
| **Dropout Rate** | 13.50 | 12.00 | 11.70 |
| **Graduation Rate** | 81.95 | 82.86 | 83.03 |
| **California** | **2011-12** | **2013-14** | **2014-15** |
| **Dropout Rate** | 11.40 | 11.50 | 10.70 |
| **Graduation Rate** | 80.44 | 80.95 | 82.27 |

| Career Technical Education Participation | |
|---|---|
| **Measure** | **CTE Program Participation** |
| **Number of pupils participating in CTE** | 45 |
| **% of pupils completing a CTE program and earning a high school diploma** | 100% |
| **% of CTE courses sequenced or articulated between the school and institutions of postsecondary education** | 0% |

| Courses for University of California (UC) and/or California State University (CSU) Admission | |
|---|---|
| **UC/CSU Course Measure** | **Percent** |
| **2015-16 Students Enrolled in Courses Required for UC/CSU Admission** | 97.75 |
| **2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission** | 49.2 |

* Where there are student course enrollments.

| 2015-16 Advanced Placement Courses | | |
|---|---|---|
| **Subject** | **Number of AP Courses Offered*** | **Percent of Students In AP Courses** |
| **Computer Science** | 1 | ♦ |
| **English** | 2 | ♦ |
| **Fine and Performing Arts** | 3 | ♦ |
| **Foreign Language** | 2 | ♦ |
| **Mathematics** | 3 | ♦ |
| **Science** | 7 | ♦ |
| **Social Science** | 3 | ♦ |
| **All courses** | 21 | 32 |

| Completion of High School Graduation Requirements | | | |
|---|---|---|---|
| **Group** | **Graduating Class of 2015** | | |
| | **School** | **District** | **State** |
| **All Students** | 91 | 83 | 86 |
| **Black or African American** | 82 | 78 | 78 |
| **American Indian or Alaska Native** | 67 | 67 | 78 |
| **Asian** | 97 | 94 | 93 |
| **Filipino** | 96 | 92 | 93 |
| **Hispanic or Latino** | 86 | 74 | 83 |
| **Native Hawaiian/Pacific Islander** | 100 | 79 | 85 |
| **White** | 94 | 90 | 91 |
| **Two or More Races** | 94 | 91 | 89 |
| **Socioeconomically Disadvantaged** | 75 | 66 | 66 |
| **English Learners** | 52 | 55 | 54 |
| **Students with Disabilities** | 82 | 78 | 78 |

## 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.

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

Work Experience

## DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at http://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).

## 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.