# School Accountability Report Card
# School Year 2001-2002

| School Information | | District Information | |
|---|---|---|---|
| School Name | Santa Teresa High | District Name | East Side Union High |
| Principal | Fredella Stewart | Superintendent | Joe Coto |
| Street | 6150 Snell Road | Street | 830 N. Capitol Ave. |
| City, State, Zip | San Jose, CA    95123-4740 | City, State, Zip | San Jose, CA    95133-1316 |
| Phone Number | 408 347-6200 | Phone Number | 408 347-5000 |
| FAX Number | 408 347-6215 | FAX Number | 408 347-5045 |
| Web Site | stnet.esuhsd.org | Web Site | www.esuhsd.org |
| Email Address | stewartf@esuhsd.org | Email Address | guerinl@esuhsd.org |
| CDS Code | 43-69427-4330023 | SARC Contact | Lorraine Guerin |

**School Description and Mission Statement**

School Description

Santa Teresa High School continues to pursue its established course toward excellence and success for all students. As a member of the Bay Area School Reform Collaborative (BASRC), the school is continuing its efforts toward that end through additional instructional support, process, and professional development. The staff are addressing their goals by doing the following:

- •	Building a community of teachers who collaborate on curriculum and instruction and who engage in the study of teaching;
- •	Providing stakeholders the opportunity to have a voice in making decisions;
- •	Providing a Summer Institute for new learnings, reflection, and program and curriculum development/implementation.

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

Mission Statement
To provide a safe and caring learning environment where students  achieve the academic, aesthetic, personal and social development required to continue learning and pursuing postsecondary education, to compete in a changing job market, and to participate in a multicultural democratic society.

Expected Schoolwide Learning Results

| |
|---|
| •   •Be a responsible decision maker,<br>•   •Demonstrate essential social skills,<br>•   •Demonstrate essential academic skills,<br>•   •Demonstrate critical thinking skills, and<br>•   Apply knowledge to the school and the real world. |

**Opportunities for Parental Involvement**

| Contact Person Name | Fredella Stewart | Contact Person Phone Number | 408.347.6210 |
|---|---|---|---|
| Parent involvement activities include:<br><br>•   School Site council<br>•   Band Boosters<br>•   Athletic Boosters<br>•   Grad Night Committee<br>•   Volunteering at the school to help with the following types of activities: first day of school, test preparation and organization, staffing school store, helping organize textbooks<br>•   Participating in parent meetings | | | |

# I. Demographic Information

**Student Enrollment, by Grade Level**

| Grade Level | Enrollment |
|---|---|
| Grade 9 | 529 |
| Grade 10 | 545 |
| Grade 11 | 524 |
| Grade 12 | 511 |
| Ungraded Secondary | 17 |
| Total | 2126 |

**Student Enrollment, by Ethnic Group**
The percentage of students is the number of students in a racial/ethnic category divided by the school's most recent California Basic Educational Data System (CBEDS) total enrollment.

| Racial/Ethnic Category | Number of Students | Percentage of Students | Racial/Ethnic Category | Number of Students | Percentage of Students |
|---|---|---|---|---|---|
| African-American | 90 | 4.2 | Hispanic or Latino | 436 | 20.5 |
| American Indian or Alaska Native | 12 | 0.6 | Pacific Islander | 13 | 0.6 |

| Asian-American | 327 | 15.4 | White (Not Hispanic) | 1,185 | 55.7 |
|---|---|---|---|---|---|
| Filipino-American | 63 | 3.0 | Other | 0 | 0.0 |

# II. School Safety and Climate for Learning

**School Safety Plan**

| Date of Last Review/Update | March 2002 | Date Last Discussed with Staff | March 2002 |
|---|---|---|---|

Santa Teresa continues to be a safe and secure campus. Co-curricular programs serve as outlets to unify a diverse student population. The staff works diligently to maintain a positive learning environment. The Santa Teresa Safety Committee has developed a school safety plan and helps to monitor its implementation. This plan addresses all aspects of safety from violence prevention to earthquake preparedness. They follow a disciplinary program that is consistent with the policies of the East Side Union High School District and involves the staff, parents, and students. Students are kept informed through the Bulletin announcements and the Career, Health and Driver Education and Social Science classes. Each classroom has a posted Disciplinary Action Chart. Parents are kept informed through the Parent/Student Handbook and the *Saintly Speaking* newsletter. The campus is kept clean and the facilities are well maintained. Remodeling of the science buildings was recently completed and staff and students work and learn in modern facilities.

**School Programs and Practices that Promote a Positive Learning Environment**

Santa Teresa High School has a number of programs and practices that are designed to help promote a positive learning environment. These include:

- Saturday School and In-School Suspension – These are alternatives to suspending students from school. Students have discussions related to their offenses and ways they might act differently in the future. Videos on a variety of subjects related to teen behavior are part of the curriculum. Campus cleanup (weather permitting) may be part of the students' day. Students also reflect on their experience for the day.
- Student-Family Center – The Student-Family Center provides non-academic counseling services for students and families. The Center also conducts anger management groups, drug and alcohol groups and other groups and one on one services to help meet student and family needs.
- Weekly Multi-Service Team (MST) Meetings – These meetings include Student-Family Center personnel, members of the school's discipline team, an academic counselor, a special education teacher, and representatives from community based organizations who provide services to Santa Teresa. Student cases are discussed and referrals for services are made in a strictly confidential manner. In addition, areas of concern (i.e., bullying, student resiliency, staff morale, etc.) are discussed and plans are made to address the issue(s).
- Student Advisor Mentors – The student advisors, usually viewed as disciplinarians, mentor new teachers and veterans who ask for help. The advisors work with teachers on improving their classroom management skills, dealing with problem students, improving instructional techniques and other areas that help empower teachers. Their efforts have resulted in an improvement in the confidence of the teachers with whom they have worked, with a reduction in the number of disciplinary referrals written by these teachers.
- Link Crew – Upper classmen are "buddied" with ninth graders. Beginning with summer activities designed to help ease the transition to high school for ninth graders, Link Crew provides ninth grade students with an 11th or 12th grader who will "show them the ropes" during the year. Upper classmen serve as mentors to ninth grade students and help them "bond" to the school and be successful in their classes as well as encouraging ninth graders to become involved in school activities.

- Target Graduation – Counselors and teachers work with targeted seniors who are in danger of not graduating. They provide tutoring, mentoring and monitoring of these targeted 12th graders to help them make up credits and/or do other things so that they do graduate.
- STYLE Tutoring – Adult tutors from the community and industry provide one on one tutoring for students in the STYLE offices on the Santa Teresa campus.
- ASB – Working with the Activity Directors, the Associated Student Body provides a variety of activities (rallies, lunch time DJs, FANTASTIKS, Spirit Week, etc.) that promote positive school spirit and student involvement.

STAND (Socially Together And Naturally Diverse) – This group sends a number of students to Camp Anytown, and they create and provide a number of forums that provide dialogues around difficult issues (i.e. racism, homosexuality/homophobia, treatment of physically handicapped students, etc.).

**Suspensions and Expulsions**

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

| | School | | | District | | |
|---|---|---|---|---|---|---|
| | 2000 | 2001 | 2002 | 2000 | 2001 | 2002 |
| Suspensions (number) | 149 | 147 | 166 | 2549 | 2101 | 2109 |
| Suspensions (rate) | 6.5% | 6.6% | 7.8% | 10% | 9% | 9.3% |
| Expulsions (number) | 6 | 4 | 4 | 74 | 31 | 31 |
| Expulsions (rate) | .3% | .2% | .2% | .3% | .1% | .1% |

**School Facilities**

Santa Teresa High School is more than twenty-five (25) years old. Despite its age, the school facilities are maintained in a very good state of repair. The facilities are clean, safe, and adequate for providing a quality education for all students.

All classrooms meet the minimum state size requirements and provide adequate space for teaching and learning. Each building also provides an office, or in a couple of instances, offices, for teachers to use during their prep periods. Exterior campus grounds feature large expanses of lawn, dotted with trees and other shrubbery, that provide a visually pleasing vista while providing a relaxing atmosphere for students, staff and community. Athletic fields are adequate for physical education classes. At night the campus is well-lit with under eave and pole lighting.

Student and staff restrooms are generally in very good repair. The floors and walls of the student restrooms are tiled, as are the floors and most of the walls of the staff restrooms. The plumbing works very well. However, the electrical systems that feed the sensors that control the operations of the faucets at the sinks, are in need of repair. Because of this need, some faucets in the boys' and girls' restrooms do not work. In addition, other minor repairs are needed.

Santa Teresa High School is extremely suitable as a learning environment. Lighting in all areas is adequate for learning, and the HVAC systems work well throughout the year. Although a number of

classrooms are located fairly close to a busy street (Santa Teresa Blvd.), strategic planting of trees and other vegetation serve to help abate the noise from the traffic so that this noise is not a distraction in the classrooms. The fire alarm system is being refurbished with a new control panel following the complete rebuilding of the science buildings, and some buildings on campus are not yet connected to the fire alarm. Santa Teresa has a very good technology infrastructure. Classrooms and offices have internet drops, and a Digital High School grant has facilitated the creation of computer labs – including a mobile, wireless lab. However, the school is unable to participate in District efforts to move all schools to computerized classroom attendance because of a lack of computers that could be used for that purpose.

Santa Teresa has a daytime custodial crew of two people, who are complemented by two gardeners. The night time custodial crew consists of five custodians. They all work to keep the classrooms and grounds clean and well-groomed. Grafitti is photographed and removed when it is noticed. These pictures are then forwarded to the District Attorney as part of the City of San Jose's graffiti abatement efforts. In fact, the gardeners and head custodian's first duties are to look for graffiti when they arrive in the morning. Litter is picked up after break and lunch on a daily basis. Sometimes, however, all litter is not able to be removed if other concerns that need more immediate attention arise (i.e., heating/cooling problem in a classroom, a safety issue that may arise, etc.). Additionally, the addition of portables over the past few years has added additional square footage for the night crew to clean. Their efforts are further impacted on evenings when they have to set up for different events (i.e., sport events in the gym, parent and community meetings, other special events, etc.). Both custodial crews and the gardeners put forth a great deal of effort to maintain the facilities in the very good manner that they do. Some repairs, however, are beyond their abilities, and we must depend on district office personnel to correct the deficiencies. We have not been as successful as we would like in getting the district office maintenance staff to respond to our needs in as timely a manner as we would like. Some areas that have needed attention for a number of months have yet to be resolved.

## III. Academic Data

**Standardized Testing and Reporting (STAR)**
Through the California Standardized Testing and Reporting (STAR) Program, students in grades 2-11 are tested annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) in English Language Arts and Mathematics in grades 2-11, and Science and History-Social Science in grades 9-11; and the Stanford Achievement Test, Ninth Edition (Stanford 9), which tests Reading, Language, Mathematics (grades 2-11), Spelling (grades 2-8), and Science and History-Social Science (grades 9-11 only). *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

**California Standards Tests (CST)**
The California Standards Tests show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). Students scoring at the Proficient or Advanced level have met state standards in that content area. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

**CST - English Language Arts**
Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

| Grade Level | School | | | District | | | State | | |
|---|---|---|---|---|---|---|---|---|---|
| | 2000 | 2001 | 2002 | 2000 | 2001 | 2002 | 2000 | 2001 | 2002 |
| 9 | --- | 47 | 48 | --- | 27 | 32 | --- | 28 | 33 |

| | School | | | District | | | State | | |
|---|---|---|---|---|---|---|---|---|---|
| 10 | --- | 47 | 49 | --- | 27 | 30 | --- | 31 | 33 |
| 11 | --- | 41 | 47 | --- | 24 | 28 | --- | 29 | 31 |

**CST - Mathematics**
Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

| Grade Level | School | | | District | | | State | | |
|---|---|---|---|---|---|---|---|---|---|
| | 2000 | 2001 | 2002 | 2000 | 2001 | 2002 | 2000 | 2001 | 2002 |
| 9 | --- | --- | 25 | --- | --- | 17 | --- | --- | 21 |
| 10 | --- | --- | 22 | --- | --- | 15 | --- | --- | 21 |
| 11 | --- | --- | 21 | --- | --- | 13 | --- | --- | 18 |

**CST - Science**
Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

| Grade Level | School | | | District | | | State | | |
|---|---|---|---|---|---|---|---|---|---|
| | 2000 | 2001 | 2002 | 2000 | 2001 | 2002 | 2000 | 2001 | 2002 |
| 9 | --- | --- | 23 | --- | --- | 7 | --- | --- | 22 |
| 10 | --- | --- | 37 | --- | --- | 22 | --- | --- | 26 |
| 11 | --- | --- | 25 | --- | --- | 18 | --- | --- | 25 |

**CST - History/Social Science**
Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

| Grade Level | School | | | District | | | State | | |
|---|---|---|---|---|---|---|---|---|---|
| | 2000 | 2001 | 2002 | 2000 | 2001 | 2002 | 2000 | 2001 | 2002 |
| 9 | --- | --- | 33 | --- | --- | 22 | --- | --- | 24 |
| 10 | --- | --- | 25 | --- | --- | 19 | --- | --- | 24 |
| 11 | --- | --- | 31 | --- | --- | 23 | --- | --- | 31 |

**CST - Subgroups - English Language Arts**
Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

| Grade Level | Male | Female | English Learners | Not-English Learners | Socioeconomically Disadvantaged | Not Socioeconomically Disadvantaged | Migrant Education Services |
|---|---|---|---|---|---|---|---|
| 9 | 39 | 55 | 8 | 50 | | 48 | |
| 10 | 42 | 56 | 19 | | 44 | 49 | |
| 11 | 40 | 55 | 9 | | 33 | 49 | |

**CST - Subgroups - Mathematics**
Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

| Grade Level | Male | Female | English Learners | Not-English Learners | Socioeconomically Disadvantaged | Not Socioeconomically Disadvantaged | Migrant Education Services |
|---|---|---|---|---|---|---|---|
| 9 | 23 | 28 | 21 | 25 | | 25 | |
| 10 | 23 | 22 | | | 6 | 23 | |
| 11 | 26 | 22 | | | | 24 | |

**CST - Subgroups - Science**
Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

| Grade Level | Male | Female | English Learners | Not-English Learners | Socioeconomically Disadvantaged | Not Socioeconomically Disadvantaged | Migrant Education Services |
|---|---|---|---|---|---|---|---|
| 9 | 33 | 31 | 8 | 34 | | 33 | |
| 10 | 25 | 24 | 15 | | 18 | 26 | |
| 11 | 35 | 27 | | | 20 | 32 | |

**CST - Subgroups - History/Social Science**
Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

| Grade Level | Male | Female | English Learners | Not-English Learners | Socioeconomically Disadvantaged | Not Socioeconomically Disadvantaged | Migrant Education Services |
|---|---|---|---|---|---|---|---|
| 9 | 33 | 31 | 8 | 34 | | 33 | |
| 10 | 25 | 24 | 15 | | 18 | 26 | |
| 11 | 35 | 27 | | | 20 | 32 | |

## CST - Racial/Ethnic Groups - English Language Arts
Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

| Grade Level | African-American | American Indian or Alaska Native | Asian-American | Filipino-American | Hispanic or Latino | Pacific Islander | White (not Hispanic) | Other |
|---|---|---|---|---|---|---|---|---|
| 9 | 27 | | 57 | 61 | 29 | | 52 | |
| 10 | 43 | | 67 | 46 | 35 | | 51 | |
| 11 | 28 | | 66 | 33 | 27 | | 52 | |

## CST - Racial/Ethnic Groups - Mathematics
Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

| Grade Level | African-American | American Indian or Alaska Native | Asian-American | Filipino-American | Hispanic or Latino | Pacific Islander | White (not Hispanic) | Other |
|---|---|---|---|---|---|---|---|---|
| 9 | | | 56 | 9 | 9 | | 24 | |
| 10 | | | 39 | | 10 | | 24 | |
| 11 | | | 44 | | 10 | | 22 | |

## CST - Racial/Ethnic Groups - Science
Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

| Grade Level | African-American | American Indian or Alaska Native | Asian-American | Filipino-American | Hispanic or Latino | Pacific Islander | White (not Hispanic) | Other |
|---|---|---|---|---|---|---|---|---|
| 9 | | | 39 | | 17 | | 25 | |
| 10 | | | 62 | 55 | 22 | | 39 | |
| 11 | | | 44 | | 4 | | 27 | |

## CST - Racial/Ethnic Groups - History/Social Science
Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

| Grade Level | African-American | American Indian or | Asian-American | Filipino-American | Hispanic or Latino | Pacific Islander | White (not | Other |
|---|---|---|---|---|---|---|---|---|

| | | Alaska Native | | | | | Hispanic) | |
|---|---|---|---|---|---|---|---|---|
| 9 | 14 | | 42 | 30 | 24 | | 35 | |
| 10 | 7 | | 40 | 23 | 15 | | 27 | |
| 11 | 35 | | 51 | 21 | 15 | | 30 | |

**Stanford 9 (SAT 9)**
Reading and mathematics results from the Stanford 9 test are reported for each grade level as the percentage of tested students scoring at or above the 50th percentile (the national average). School results are compared to results at the district and state levels. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

**SAT 9 - Reading**
Percentage of students scoring at or above the 50th percentile

| Grade Level | School | | | District | | | State | | |
|---|---|---|---|---|---|---|---|---|---|
| | 2000 | 2001 | 2002 | 2000 | 2001 | 2002 | 2000 | 2001 | 2002 |
| 9 | 53 | 54 | 50 | 30 | 32 | 33 | 35 | 35 | 34 |
| 10 | 45 | 49 | 46 | 26 | 28 | 31 | 34 | 34 | 34 |
| 11 | 46 | 47 | 53 | 29 | 29 | 30 | 36 | 37 | 37 |

**SAT 9 - Mathematics**
Percentage of students scoring at or above the 50th percentile

| Grade Level | School | | | District | | | State | | |
|---|---|---|---|---|---|---|---|---|---|
| | 2000 | 2001 | 2002 | 2000 | 2001 | 2002 | 2000 | 2001 | 2002 |
| 9 | 75 | 75 | 73 | 57 | 56 | 60 | 51 | 51 | 52 |
| 10 | 60 | 60 | 66 | 46 | 47 | 50 | 46 | 45 | 46 |
| 11 | 61 | 60 | 66 | 48 | 47 | 48 | 47 | 46 | 47 |

**SAT 9 - Subgroups - Reading**
Percentage of students scoring at or above the 50th percentile

| Grade Level | Male | Female | English Learners | Not-English Learners | Socioeconomically Disadvantaged | Not Socioeconomically Disadvantaged | Migrant Education Services |
|---|---|---|---|---|---|---|---|
| 9 | 46 | 55 | 7 | 53 | | 51 | |
| 10 | 41 | 51 | 14 | 48 | 44 | 47 | |

| 11 | 49 | 57 | 9 | 54 | 38 | 54 | |
|----|----|----|---|----|----|----|--|

## SAT 9 - Subgroups - Mathematics
Percentage of students scoring at or above the 50th percentile

| Grade Level | Male | Female | English Learners | Not-English Learners | Socioeconomically Disadvantaged | Not Socioeconomically Disadvantaged | Migrant Education Services |
|---|---|---|---|---|---|---|---|
| 9 | 70 | 75 | 50 | 74 | | 73 | |
| 10 | 67 | 64 | 50 | 67 | 62 | 66 | |
| 11 | 62 | 70 | | 66 | 63 | 67 | |

## SAT 9 - Racial/Ethnic Groups - Reading
Percentage of students scoring at or above the 50th percentile

| Grade Level | African-American | American Indian or Alaska Native | Asian-American | Filipino-American | Hispanic or Latino | Pacific Islander | White (not Hispanic) | Other |
|---|---|---|---|---|---|---|---|---|
| 9 | 27 | | 56 | 53 | 33 | | 57 | |
| 10 | 33 | | 61 | 46 | 30 | | 51 | |
| 11 | 33 | | 64 | 33 | 32 | | 59 | |

## SAT 9 - Racial/Ethnic Groups - Mathematics
Percentage of students scoring at or above the 50th percentile

| Grade Level | African-American | American Indian or Alaska Native | Asian-American | Filipino-American | Hispanic or Latino | Pacific Islander | White (not Hispanic) | Other |
|---|---|---|---|---|---|---|---|---|
| 9 | 44 | | 92 | 90 | 57 | | 73 | |
| 10 | 50 | | 86 | 85 | 48 | | 69 | |
| 11 | 39 | | 80 | 73 | 48 | | 69 | |

## California Fitness Test
Percentage of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards)
*Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

| Grade Level | School | District | State |
|---|---|---|---|

|   | Total | Female | Male | Total | Female | Male | Total | Female | Male |
|---|-------|--------|------|-------|--------|------|-------|--------|------|
| 9 | 14.8 | 19.3 | 10.2 | 23.4 | 20.2 | 27.0 | 22.7 | 21.0 | 24.6 |

**Academic Performance Index (API)**

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

**Growth Targets:** The annual growth target for a school is 5% of the distance between its base API and 800. The growth target for a school at or above 800 is to remain at or above 800. Actual growth is the number of API points a school gained between its base and growth years. Schools that reach their annual targets are eligible for monetary awards. Schools that do not meet their targets and have a statewide API rank of one to five are eligible to participate in the Immediate Intervention/Underperforming Schools Program (II/USP), which provides resources to schools to improve their academic achievement.

**Subgroup APIs and Targets:** In addition to a whole-school API, schools also receive API scores for each numerically significant racial/ethnic and socioeconomically disadvantaged subgroup in the school. Growth targets, equal to 80 percent of the school's target, are also set for each of the subgroups. Each subgroup must also meet its target for the school to be identified as having met its target.

**Percentage Tested:** In order to be eligible for awards, elementary and middle schools must have at least 95% of their students in grades 2-8 tested in STAR. High schools must have at least 90% of their students in grades 9-11 tested.

**Statewide Rank:** Schools receiving an API score are ranked in ten categories of equal size (deciles) from one (lowest) to ten (highest), according to type of school (elementary, middle, or high school).
**Similar Schools Rank:** This is a comparison of each school with 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from one (lowest) to ten (highest) to indicate how well the school performed compared to schools most like it.

API criteria are subject to change as new legislation is enacted into law. More detailed and current information about the API and public school accountability in California can be found at the California Department of Education Web site at **Error! Hyperlink reference not valid.** or by speaking with the school principal

**School Wide API**

| API Base Data | | | | API Growth Data | | | |
|---------------|------|------|------|-----------------|----------------------|----------------------|----------------------|
|   | 1999 | 2000 | 2001 |   | From 1999 to 2000 | From 2000 to 2001 | From 2001 to 2002 |
| Percentage Tested | 96 | 96 | 96 | Percentage Tested | 96 | 96 | 97 |
| API Base Score | 713 | 700 | 720 | API Growth Score | 684 | 725 | 723 |
| Growth Target | 4 | 5 | 4 | Actual Growth | -29 | 25 | 3 |
| Statewide Rank | 8 | 8 | 8 | | | | |
| Similar Schools Rank | 8 | 2 | 5 | | | | |

API Subgroups - Racial/Ethnic Groups

| API Base Data | | | | API Growth Data | | | |
|---|---|---|---|---|---|---|---|
| | 1999 | 2000 | 2001 | | From 1999 to 2000 | From 2000 to 2001 | From 2001 to 2002 |
| African-American | | | | African-American | | | |
| API Base Score | | | | API Growth Score | | | |
| Growth Target | | | | Actual Growth | | | |
| American Indian or Alaska Native | | | | American Indian or Alaska Native | | | |
| API Base Score | | | | API Growth Score | | | |
| Growth Target | | | | Actual Growth | | | |
| Asian-American | | | | Asian-American | | | |
| API Base Score | 746 | 750 | 787 | API Growth Score | 726 | 793 | 818 |
| Growth Target | 3 | 4 | 3 | Actual Growth | -20 | 43 | 31 |
| Filipino-American | | | | Filipino-American | | | |
| API Base Score | | | | API Growth Score | | | |
| Growth Target | | | | Actual Growth | | | |
| Hispanic or Latino | | | | Hispanic or Latino | | | |
| API Base Score | 627 | 610 | 648 | API Growth Score | 585 | 650 | 627 |
| Growth Target | 3 | 4 | 3 | Actual Growth | -42 | 40 | -21 |
| Pacific Islander | | | | Pacific Islander | | | |
| API Base Score | | | | API Growth Score | | | |
| Growth Target | | | | Actual Growth | | | |
| White (Not Hispanic) | | | | White (Not Hispanic) | | | |
| API Base Score | 747 | 725 | 737 | API Growth Score | 715 | 742 | 741 |
| Growth Target | 3 | 4 | 3 | Actual Growth | -32 | 17 | 4 |

API Subgroups - Socioeconomically Disadvantaged

| API Base Data | | | | API Growth Data | | | |
|---|---|---|---|---|---|---|---|
| | 1999 | 2000 | 2001 | | From 1999 to 2000 | From 2000 to 2001 | From 2001 to 2002 |
| API Base Score | | 591 | 630 | API Growth Score | | 634 | 631 |
| Growth Target | | 4 | 3 | Actual Growth | | 43 | 1 |

**API-Based Awards and Intervention Programs**
California program data are based on API growth data from the previous academic year.
***The II/USP Program was not funded for the year 2002.

| California Programs | | | | Federal Programs | | | |
|---|---|---|---|---|---|---|---|
| | 2000 | 2001 | 2002 | | 2000 | 2001 | 2002 |
| Eligible for Governor's Performance Award | NO | YES | NO | Recognition for Achievement (Title 1) | | | |
| Eligible for II/USP | NO | NO | *** | Identified for Program Improvement (Title 1) | | | |
| Applied for II/USP $ | NO | NO | *** | Exited Title 1 Program Improvement | | | |
| Received II/USP $ | NO | NO | *** | | | | |

# IV. School Completion (Secondary Schools)

**California High School Exit Exam (CAHSEE)**
Beginning with the graduating class of 2004, students in California public schools will have to pass the California High School Exit Exam to receive a high school diploma. The School Accountability Report Card for that year will report the percentage of students completing grade 12 who successfully complete the California High School Exit Exam.

*These data are not required to be reported until 2004 when they can be reported for the entire potential graduating class. When implemented, the data shall be disaggregated by special education status, English language learners, socioeconomic status, gender and ethnic group.*

**Dropout Rate and Graduation Rate**
Data reported regarding progress over the most recent three-year period toward reducing dropout rates include: grade 9-12 enrollment, the number of dropouts, and the one-year dropout rate listed in the California Basic Educational Data System (CBEDS). The formula for the one-year dropout rate is (Grades 9-12 Dropouts/Grades 9-12 Enrollment) multiplied by 100. Graduation rate data will be reported after the California State Board of Education approves a graduation rate formula.

| | School | | | District | | | State | | |
|---|---|---|---|---|---|---|---|---|---|
| | 1999 | 2000 | 2001 | 1999 | 2000 | 2001 | 1999 | 2000 | 2001 |

| | | | | | | | 165903 0 | 170349 2 | 173557 6 |
|---|---|---|---|---|---|---|---|---|---|
| Enrollment (9-12) | 2313 | 2279 | 2228 | 24259 | 24577 | 24282 | 1659030 | 1703492 | 1735576 |
| Number of Dropouts | 83 | 47 | 42 | 1098 | 840 | 601 | 46470 | 47282 | 47899 |
| Dropout Rate | 3.6 | 2.1 | 1.9 | 4.5 | 3.4 | 2.5 | 2.8 | 2.8 | 2.8 |

# V. Class Size

**Average Teaching Load and Teaching Load Distribution**
Data reported are the average class size and the number of classrooms for each range of students, by subject area, as reported by CBEDS.

| Subject | 2000 | | | | 2001 | | | | 2002 | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Avg. | 1-22 | 23-32 | 33+ | Avg. | 1-22 | 23-32 | 33+ | Avg. | 1-22 | 23-32 | 33+ |
| English | 24.38 | 38 | 54 | 3 | 24.18 | 43 | 53 | 0 | 23.58 | 37 | 40 | 1 |
| Mathematics | 25.50 | 30 | 32 | 10 | 27.23 | 23 | 36 | 6 | 27.42 | 15 | 30 | 7 |
| Science | 28.45 | 5 | 48 | 9 | 28.77 | 4 | 36 | 20 | 29.09 | 3 | 25 | 6 |
| Social Science | 28.41 | 9 | 45 | 15 | 30.14 | 8 | 31 | 24 | 27.41 | 8 | 42 | 4 |

# VI. Teacher and Staff Information

**Teacher Credential Information**
Part-time teachers are counted as '1'. If a teacher works at two schools, he/she is only counted at one school. Data are not available for teachers with a full credential and teaching outside his/her subject area.

| | 2000 | 2001 | 2002 |
|---|---|---|---|
| **Total Number of Teachers** | 114 | 109 | 102 |
| **Full Credential** (full credential and teaching in subject area) | 98 | 97 | 88 |
| **Teaching Outside Subject Area** (full credential but teaching outside subject area) | | | |
| **Emergency Credential** (includes District Internship, University Internship, Pre-Interns and Emergency Permits) | 20 | 15 | 16 |
| **Teachers with Waivers** (does not have credential and does not qualify for an Emergency Permit) | 3 | 2 | |

**Teacher Evaluations**

Teachers are assessed using the California Standards for the Teaching Profession and the guidelines jointly established by the East Side Union High School District and the East Side Teachers Association. Teachers meet with administrators in small groups during their prep periods in the fall to determine their professional development plans, evaluation procedure, and cycles of inquiry around their target students, and to receive their students' data; in the winter to inform administrators of their progress in meeting their goals, and in the spring to complete the evaluation process. Temporary and probationary teachers are observed and evaluated twice per year, in the fall/winter and in the spring and tenured teachers are evaluated once every other year. However, all teachers are expected to establish professional develop plans, goals, and cycles of inquiry. Quick visits of 5-15 minutes are conducted for all staff whether they are on track for a formal evaluation or not. Those that are on track are observed most frequently. The focus of the administrator observation is around the teaching standards, reading and writing literacy and content and performance standards. Commendations or positive comments are made to teachers for meeting the standards and recommendations for improvement are made when the standards are not observed. This process is being revised yearly and often within a given year to assure quality instructional practices. Because more time is spent with temporary and probationary staff, the administrators are noting the greatest growth and the demonstration of "best instructional practice" around our areas of professional development more frequently among them.

**Substitute Teachers**

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

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

**Counselors and Other Support Staff**
Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100% full time. Two staff persons working 50% of full time also equals one FTE.

| Title | FTE |
|-------|-----|
| Counselor | 2 |
| Librarian | 1 |
| Psychologist | 1 |
| Social Worker | * |
| Nurse | ** |
| Speech/Language/Hearing Specialist | |
| Resource Specialist (non-teaching) | |
| Other | |

* Santa Teresa has a social worker from the county on the campus to assist students and families in need.
** There are two nurses in the district who serve all schools.

**Academic Counselors**

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100% of full time. Two staff persons working 50% of full time also equals one FTE. The ratio of pupils per academic counselor is enrollment as reported in the most recent California Basic Educational Data System (CBEDS) data collection divided by the number of academic counselors.

| Number of Academic Counselors (FTE) | Ratio of Pupils per Academic Counselor |
|:---:|:---:|
| 2 | 1063.00 |

# VII. Curriculum and Instruction

**School Instruction and Leadership**

**Curriculum Improvement Programs:** Because we place high emphasis on best practices, the quality of instruction is high and the capacity for leadership is great.  Over the last five years, staff development has included Reciprocal Teaching, and other reading strategies, school-wide training in holistic assessment of writing samples, 4-Mat, Beyond Diversity, brain research, standards alignment and assessment, rubrics development, Total Quality Management, and Classroom Organization and Management Program, and technology training.

**Standards:** Teachers plan standards alignment within their departments and within common subject areas. These groupings are grade level for freshman P. E., English, Algebra 1/9, and Orientation but become subject oriented only for other subjects due to the mixing of grade levels within the courses. Teachers continue to develop performance rubrics, however, they are more often based on the California content and performance standards than on teacher expectations, which may vary. We are in the process of training staff to do backward design, which is planning around the results. Teachers are beginning to start with the California State Standard and develop an assessment based on the expected results. Lesson design is placed last.

**Leadership:** The leadership of Santa Teresa includes many levels. The School Site Council, consisting of staff, parents, and students oversees the work of the school and the budgetary issues. The Management team, consisting of administrators and program coordinators is the school-wide working body. This group makes major decisions to take to other levels of leadership or to implement. One such decision is around school-wide lesson plans. The Instructional Team Leaders is comprised of administrators, department chairpersons, and program coordinators. This body makes major decisions around activities and schedules that impact the classroom and their curriculum. The Faculty Senate, or the 18.4 Committee, makes decisions that impact the working conditions of staff. Various committees, such as the Technology and Staff Development Committees, comprising staff, parents, and other community members, make decisions about their respective subject areas, such as the content of and who attends the Summer Institute and technology policies. Departments make decisions that are pertinent to the work of those departments, groups of teachers work together within and across departments to plan curriculum, and individual staff members present proposals for program changes or additions at any of the levels of leadership described. All the work and the resources of the school are focused on the site goals: reading, writing, and technology literacy; standards; assessment; student support.

Monitoring Progress

Each teacher is given a list of his/her students' data, including SAT9, NWEA, and writing scores, twice yearly. This data helps the teacher to determine his/her own target students. All staff receive training on differentiated, literacy instruction and the California Standards for the Teaching Profession. This training helps them to monitor, assess, and modify the curriculum based on their students' interests,

backgrounds, and developmental needs. As we develop our skills at differentiation, we are providing more opportunities for all students to succeed with differentiation of the content, performance, instructional delivery, and assessment.  Student-centered assignments enable all students to participate and assessments such as rubrics provide them the results. Some teachers use Total Quality Management and require their students to submit their work until it meets the higher of the segments on their rubrics or within their expectations of quality work.

Interventions for target students are based on student need through a Cycle of Inquiry. Teachers in these intervening programs use pre and post assessments to determine their students' achievement rates. Assessment of standards acquisition or mastery occurs regularly via teacher developed tests based on the curricular standards in all subject areas and additionally on an interim basis to the SAT9 and the California High School Exit Exam in math, reading, and English at semester end. Interim testing is in the form of a district-wide writing test; a district-wide language, reading, and math test (Northwest Exam Corporation: NWEA); and the Nelson and Nelson Denny reading tests.

Interventions and Supports:  We provide a number of support and intervention programs for all students but specifically target students whose SAT9 reading and math scores are below the 40th percentile, whose  grades are below a 2.0, and whose behaviors result in referrals. Such programs are as follows.

- Student Family Center for counseling of all students with psycho-social issues
- Opportunity Program for ninth grade students who need a larger block of time to comprehend and achieve in English, reading, and Algebra 1
- Reading classes
- Study Skills classes
- Target Graduation Program for mentoring senior students who are in danger of not graduating
- Math Equity class for students capable of going on to math beyond Algebra 2 but who have holes in their education that may serve as barriers to their success
- Independent Studies
- Phoenix Alternative School
- District Accel Program
- Gifted and Talented Program of honors and advanced placement courses
- Special Education courses in all core subjects, reading, and Adaptive P.E.
- English Language Learner Program
- An Academic Volunteer Mentor Program (STYLE) for tutoring students who fall below a C or D in a core subject
- Link Crew as a buddy system for incoming ninth graders

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

**Equal Access:** All Special Education and English Language Development students are scheduled into classes based on their IEPs, teacher recommendation, and testing scores as ninth graders.  They are placed in the least restrictive environment per their learning plans and potential for success.   All other ninth graders are placed in English 1/9 or Honors English 1/9, Algebra 1/9 or higher (some enter trigonometry), and Integrated Science 1 or biology. Those in need of intervention classes may enroll in a 7-period day or may give up an elective in order to receive support. New students are placed according to the information that they bring from their former schools.  All students with are encouraged to take challenging courses and to prepare for college and/or career.

**Summary of Achievement:** Based on the SAT9 API, our students are doing well but can do better. Our 2001 API growth was 25, twenty more than expected.  Hispanic students grew by 40 API points while Asians and the socioeconomically disadvantaged grew by 43 and White (not Hispanic) grew by 17.  All other subgroups are not of sufficient numbers, hence we do not have API scores for them. Academically,

our students continue to achieve a school-wide 70% GPA of 2.0. Hispanic and African American students' success rates in the core courses continue to show an achievement gap: In English both subgroups are at the 58% success level; in math they are at 43% and 37% respectively; in science at 45%and 54%; and in social science at 58% and 689%. The graduation rate in 2001 was 88% of those who began and ended high school with us but 94% of those who began and ended their senior year with us.

## Professional Development

Professional development days over the last three years have been aligned with those allowed by the State Department of Education. For the past three years, including the current year, we have been allotted three professional development days. Because this is not enough and because we know that the best investment we can make is in training staff, we have supported, through the Bay Area School Reform Collaborative, Voluntary Integration Program, SB1882, and general fund monies, a Summer Institute of 17-20 days for from 14 to 46 staff members per summer. It is due to these yearly Summer institutes that we have been able to bring the most rapid reform to instruction and student achievement rates.

Summer Institute participants must produce lessons or projects that they use with their classes the following year. Most recently, we have been developing leadership capacity to enable more and diverse persons the opportunity to provide instruction and new information to their peers. Because the work of professional development never comes to an end, all participants must do call-backs to provide administrators of their progress with their new learning and with their lessons/projects. They also have opportunity to pursue their learning from the Summer Institutes during the school year with SB1882 funds. Furthermore, since all staff cannot attend the Summer Institutes, SB1882 funds provide opportunity for one- to four-day training in our areas of focus:

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

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

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

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

## Quality and Currency of Textbooks and Other Instructional Materials

All students are provided with textbooks for courses that require them. On the average, a new textbook costs between $55.00 and $60.00. Students who take five required courses may have as many as 5 texts with a total value of $275.00.

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

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

**Instructional Minutes (School Year 2000-2001)**
The California Education Code establishes a required number of minutes per year for each grade. The table below compares the number of instructional minutes offered at the school level to the state requirement for each grade.

| Grade Level | Instructional Minutes Offered | State Requirement |
|---|---|---|
| 9 - 12 | 73,855 | 64,800 |

During the 2000-2001 school year, Santa Teresa had 41 partial days. The time not spent in class was used for collaboration, staff training, and assemblies. Some days were shortened to accommodate mandated testing and finals schedules.

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

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

**Total Number of Minimum Days**

| |
|---|
| |

# VIII. Postsecondary Preparation (Secondary Schools)

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

| Subject | Number of Courses | Number of Classes | Enrollment |
|---|---|---|---|
| Fine and Performing Arts | | | |

| | | | |
|---|---|---|---|
| Computer Science | 1 | 2 | 27 |
| English | | | |
| Foreign Language | 1 | 2 | 51 |
| Mathematics | 1 | 2 | 62 |
| Science | | | |
| Social Science | 2 | 11 | 226 |

**Pupils Enrolled in Courses Required for University of California (UC) and California State University (CSU) Admission (Grades 9-12)**

The percentage of pupils enrolled in courses required for UC and/or CSU admission is calculated by dividing the total number of pupils in courses required for UC and/or UC admission (duplicated count) by the total number of pupils in all courses (also a duplicated count) for the most recent year.

| Number of Pupils Enrolled in all Courses | Number of Pupils Enrolled In Courses Required For UC and/or CSU Admission | Percentage of Pupils Enrolled In Courses Required For UC and/or CSU Admission |
|---|---|---|
| 10136 | 7284 | 71.9 |

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

The percentage of graduates is the number of graduates who have passed course requirements for UC and/or CSU admission divided by the school's California Basic Educational Data System (CBEDS) **total graduates** for the most recent year.

| Number of Graduates | Number of Graduates Who Have Passed Course Requirements For UC and/or CSU Admission | Percentage of Graduates Who Have Passed Course Requirements For UC and/or CSU Admission |
|---|---|---|
| 440 | 179 | 40.7 |

**SAT I Reasoning Test**

Students may voluntarily take the SAT test for college entrance. The test may or may not be available to students at a given school. Students may take the test more than once, but only the highest score is reported at the year of graduation.

| | School | | | District | | | State | | |
|---|---|---|---|---|---|---|---|---|---|
| | 2000 | 2001 | 2002 | 2000 | 2001 | 2002 | 2000 | 2001 | 2002 |
| Grade 12 Enrollment | 538 | 511 | 511 | 5632 | 5693 | 5590 | 347813 | 357789 | 365907 |
| Percentage of Grade 12 Enrollment Taking Test | 46 | 42 | 49 | 38 | 40 | 40 | 36 | 37 | 37 |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Average Verbal Score | 495 | 512 | 501 | 459 | 462 | 453 | 492 | 492 | 490 |
| Average Math Score | 522 | 530 | 512 | 502 | 500 | 494 | 517 | 516 | 516 |

## College Admission Test Preparation Course Program

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

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

The 6-week online course was available to students with Internet access. After taking an initial diagnostic test, each student was presented with a customized lesson plan with proven strategies, detailed coursework and extensive practice tests based on areas needing improvement.  Like the SAT, the preparation course was divided into two sections—verbal and math. Each section included eight modules of interactive lectures and drills adapted to the skill level of the student. The lectures provided detailed explanations of key concepts, while the drills allowed students to apply what they had learned. An additional vocabulary section used virtual flash cards to teach students 1000 of the most commonly used SAT vocabulary words. Students could work at home or could do their work on the Santa Teresa campus in the computer lab.  A Santa Teresa instructor was there to assist students with technical questions relating to the operation of the program, while Achieva provided teachers to answer content questions generated by the students.

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

Enrollment in the program:

1999 - 2000 72 traditional students and 23 online students.

2000 - 2001 52 traditional students and 12 online students.

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

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

## Degree to Which Students are Prepared to Enter Workforce

Santa Teresa High School is a district magnet school in the area of business education. The business

department encompasses two established career paths leading to employment.  The first career path is business careers, which meets the needs of students wanting a career within the business industry, and the second career path specializes in desktop publishing. The business career pathway receives funding from the Carl Perkins Vocational Education Act.  In this program, students are offered a sequence of courses that provide individuals with the academic and technical knowledge and skills needed to prepare for careers in current or emerging employment sectors and that transition individuals to further education. These courses use applied learning strategies that contribute to students' academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability, technical and occupation-specific skills.

Business Careers is a sequential program initiating with the basics of computer operations. The program then introduces concepts and procedures utilized in businesses of today. The next course consists of a simulated business that is set up and run by students to prepare them for working in a global economy. Students operate a business internationally using economic principles and e-commerce strategies. This year, Santa Teresa will operate the district's first Virtual Enterprise and will join the California Network of Virtual Enterprises. The culminating step in this program requires students to have business-related jobs where they put to practical use the skills they have learned in the classroom.

Desktop publishing is not just a career path for aspiring desktop publishers. The skills taught in the program can be used daily by many. In this new millennium, all information will transition from print to computer, to digital, and this program will prepare students to be proficient in communication, computer literacy, and all other skills vital in the workplace of tomorrow. Students will receive the necessary abilities needed to succeed in the real world.

The school measures the success of these programs by the number of students utilizing the skills learned in class with practical application in industry. Students are coached and monitored by their teachers on their actual jobs and feedback is obtained from employers and job site supervisors. Additionally, the quarterly newsletter mailed to the homes of all of the Santa Teresa High School parents is produced by the Desktop publishing students and must be of the quality of any industry standard publication. Students have furnished illustrations to a children's book currently in print and, most recently, the work of students in this program won national awards. These programs draw students from other schools in the district because of the quality of education and measurable benchmarks within the sequencing of courses within the program.

Teachers not only provide the foundation of knowledge to students to help them succeed in the workplace, they also assist students transition from the classroom to the work force. Instructors actively seek out opportunities to showcase the talent of their students and to promote the abilities of their students. One instructor coordinates on-the-job training in a class that incorporates instruction of office procedures and the operation of machines with a paid on-the-job cooperative learning component. The teacher assists students in finding employment at various companies throughout Santa Clara County. To promote student success, the teacher helps students learn various types of commonly used computer programs and procedures related to office work, as well as helps students develop attitudes and skills necessary for employment in the work force of the 21$^{st}$ century.

# IX. Fiscal and Expenditure Data

**Average Salaries** (Fiscal Year 2000-2001)
Statewide data categories used for comparison are determined by type (Elementary, High, and Unified) and enrollment, as defined in **Error! Hyperlink reference not valid.**. The statewide average for principals is aggregated by district. There is no statewide average calculated for Common Administration Districts. (Note:  2001-02 data was not available at this time.)

| Category | District Amount | State Average For Districts |
|---|---|---|

| | | In Same Category |
|---|---|---|
| Beginning Teacher Salary | 38833 | 35124 |
| Mid-Range Teacher Salary | 62560 | 57212 |
| Highest Teacher Salary | 77200 | 71349 |
| Average Principal Salary (Elementary) | | |
| Average Principal Salary (Middle) | | 99782 |
| Average Principal Salary (High) | 102401 | |
| Superintendent Salary | 199132 | 138750 |
| Percentage of Budget for Teacher Salaries | 39.01 | 38.23 |
| Percentage of Budget for Administrative Salaries | 5.33 | 5.12 |

**Expenditures** (Fiscal Year 2000-2001) (Note: 2001-02 data was not available at this time.)

| District | District | State Average For Districts In Same Category | State Average All Districts |
|---|---|---|---|
| Total Dollars | Dollars per Student (ADA) | Dollars per Student (ADA) | Dollars per Student (ADA) |
| $173,933,670 | $7,385 | $6,534 | $6,360 |

**Types of Services Funded**

In 2001-2002, the East Side Union High School District received $200 million. When costs for direct instruction, transportation, salaries, fringe benefits, food services and facilities maintenance are considered, the district expended $8,375 per student. The graphs below illustrate district income and expenditures.

A variety of integrated instructional programs have been developed within the East Side Union High School District. Through these programs, students can obtain technical training to prepare them to enter the work force or further their education. Included are Integrated Career Programs (ICP's); Tech Prep; Work Experience; Central County Occupational Center, which includes Regional Occupational Satellite Programs; New Ways Workers; Partnership Academies and Job Placement Center.

The following special programs are offered at the school:
- Gifted and Talented Education
- Student Assistance Program
- Speech Therapy
- Learning Handicapped
- Vocational Education
- Cooperative Work Experience
- Emergency Immigrant Aid
- MESA (Math, Engineering, & Science Achievement)

- Police, Business, & Public Services Magnet Programs
- S.T.Y.L.E. (Tutor Program for Santa Teresa students)
- UCO (University/College Opportunities)
- Primary Language Assistance
- English Language Learners
- Special Education
- Link Crew
- Student Family Center Services
- In-School Suspension
- Ujima
- Opportunity Classes
- Reading Classes