

School Accountability Report Card
Reported for School Year 2004-05
Published During 2005-06

I. General Information

Contact Information

| School Information | | District Information | |
|---------------------------|-------------------------|-----------------------------|-------------------------|
| School Name | Santa Teresa High | District Name | East Side Union High |
| Principal | Kathy Prasch | Superintendent | Bob Nunez |
| Street | 6150 Snell Rd. | Street | 830 N. Capitol Ave. |
| City, State, Zip | San Jose, CA 95123-4740 | City, State, Zip | San Jose, CA 95133-1316 |
| Phone Number | 408-347-6210 | Phone Number | 408-347-5010 |
| FAX Number | 408-347-6215 | FAX Number | 408-347-5045 |
| Web Site | st.net.esuhdsd.org | Web Site | http://www.esuhdsd.org |
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| CDS Code | 43-69427-4330023 | SARC Contact | Lynda Remley |

School Description and Mission Statement

Santa Teresa High School continues to pursue its established course toward excellence and success for

all students. The staff members 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 all stakeholders the opportunity to have a voice in making decisions;
- ◆ Creating a caring community where staff and students feel connected to the school and each other.

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,
- ◆ Demonstrate essential social skills,
- ◆ Demonstrate essential academic skills,
- ◆ Demonstrate critical thinking skills, and
- ◆ Apply knowledge to the school and the real world.

Located at the southern tip of Silicon Valley, Santa Teresa, a comprehensive ninth through twelfth grade public high school, houses 2,181 students. Of this number, 49.8% are White, 24.8% are Hispanic, 15.1% are Asian, 5.1% are African American, 3.1% are Filipino, 0.7% are Pacific Islander, and 0.6% are American Indian. In addition, 4.5% of our students are Limited English Proficient (LEP), 27.4% have been reclassified as RFEP, 14.5% are Fluent English Proficient (FEP), and 13.0 % of the students participate in

the Free and Reduced Lunch Program.

Santa Teresa High School is one of eleven comprehensive high schools, four small but necessary schools, and one continuation high school in the East Side Union High School District. Serving a culturally, academically, and economically diverse community, Santa Teresa High School values and celebrates its diversity. Although our students speak thirteen primary languages and come from a variety of socio-economic backgrounds, they interact harmoniously, and they share common goals of academic, personal, and social success.

The rich cultural diversity on this campus not only inspires much of the school's ongoing academic development, innovation, and community participation, but it also creates a family/community atmosphere that permeates every aspect of Santa Teresa High School. As an outgrowth of this community spirit, Santa Teresa students, parents, staff, community partners, business partners, and post-secondary partners not only support Santa Teresa activities, but they also routinely participate as equal partners in the planning, assessing, budgeting, and decision-making processes. Thus, in essence, Santa Teresa is a community collaborative.

Opportunities for Parental Involvement

| Contact Person Name | Kathy Prasch | Contact Person Phone Number | 408-347-6210 |
|--|---------------------|------------------------------------|---------------------|
| <p>Santa Teresa values and includes all stakeholders in all facets of the educational process. To encourage parent participation, Santa Teresa maintains a system of open two-way communication and employs a variety of ways to increase stakeholder communication. Not only is the School Accountability Report Card available on the district's website, but pertinent school information, including the results of the school evaluation process, school data, and school programs are also available to parents on the school's website and in the Principal's Newsletter, which is written in English, Spanish, and Vietnamese. In addition, to ensure ongoing communication, Santa Teresa utilizes the district's Parent Connect website to provide parents with immediate access to their students' grades, attendance, test scores, school programs, and activities as well as to facilitate parent communication with staff members. Because parent and community participation is essential to student achievement, Santa Teresa High School provides a number of parent involvement opportunities. The school has an active School Site Council, Santa Teresa Association of Music Boosters, Santa Teresa Athletic Boosters, Grad Night Committee, the Santa Teresa PTSA and a multitude of Parent Volunteers who selflessly devote their time to assist with the first day of school, test preparation, staffing the school store, organizing textbooks, and helping out with clerical tasks. To support parents, Santa Teresa hosts a variety of parent information nights, including but not limited to Financial Aid Night and Freshman Parent Orientation. Moreover, counselors annually schedule parent visits and workshops that include college information, financial aid, and graduation status.</p> | | | |

II. Demographic Information

Student Enrollment -- Grade Level

Data reported are the number of students in each grade level as reported by the California Basic Educational Data System (CBEDS).

| Grade Level | Enrollment |
|--------------------|-------------------|
|--------------------|-------------------|

| | |
|---------------------------|------|
| Grade 9 | 586 |
| Grade 10 | 558 |
| Grade 11 | 524 |
| Grade 12 | 513 |
| Ungraded Secondary | 0 |
| Total Enrollment | 2181 |

Student Enrollment -- Racial and Ethnic Subgroups

Data reported are the number and percent of students in each racial and ethnic subgroup as reported by CBEDS.

| Racial and Ethnic Subgroup | Number of Students | Percent of Students | Racial and Ethnic Subgroup | Number of Students | Percent of Students |
|---|---------------------------|----------------------------|-----------------------------------|---------------------------|----------------------------|
| African American | 112 | 5.1 | Hispanic or Latino | 541 | 24.8 |
| American Indian or Alaska Native | 12 | 0.6 | Pacific Islander | 15 | 0.7 |
| Asian | 330 | 15.1 | White (Not Hispanic) | 1,087 | 49.8 |
| Filipino | 67 | 3.1 | Multiple or No Response | 17 | 0.8 |

III. School Safety and Climate for Learning

School Safety Plan

Information about the currency and contents of the school's comprehensive safety plan.

| Date of Last Review/Update | Feb., 2006 | Date Last Discussed with Staff | Mar., 2006 |
|---|-------------------|---------------------------------------|-------------------|
| <p>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 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.</p> <p>The 2004-2005 Santa Teresa High School Site Safety Plan has a comprehensive, enforceable, and continuous:</p> <ul style="list-style-type: none"> ◆ Behavior policy ◆ Rules and regulations ◆ Dress code policy ◆ Protocols for safety/emergency drills ◆ Tardy policy ◆ Attendance policy ◆ Referral process ◆ Partnership with community agencies, City of San Jose, San Jose Police Department, and other agencies and groups that offer support services ◆ Safety team ◆ Multi-service team | | | |

School Programs and Practices That Promote a Positive Learning Environment

Information about the school's efforts to create and maintain a positive learning environment, including the use of disciplinary strategies.

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

- ◆ **Student-Family Center** – The Student-Family Center provides non-academic counseling services for students and families. In addition to one on one services, the Student-Family Center provides groups in Anger Management, Drug & Alcohol Prevention and
 - ◆ **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).
 - ◆ **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.
 - ◆ **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.
 - ◆ **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 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.
 - ◆ **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.).

In order to develop and reinforce positive character traits, Santa Teresa clearly delineates expectations for student behavior at the school and in the community in its Parent/Student Handbook, which is mailed to all families and reviewed by all teachers so that students understand and are held accountable for ethical behavior. Included in the handbook are Santa Teresa's Sexual Harassment Policy, Anti-discrimination Policy, Family Educational rights & Policy Act, Guide for Grading, discipline Chart (indicating rule infraction consequences to ensure uniform adherence to the rules), District Policies Pertaining to Student Behavior, and Santa Teresa's vision, mission, and ESLRs. Moreover, all teachers incorporate their expectations for positive character traits in their "green sheets", model appropriate behaviors, and integrate character education into their curricula. In addition to the above mentioned character development resources, teachers design lessons that require students to create a vision for their future. Students are expected to establish goals, create options, and take responsibility for pursuing their goals in a global society. As part of a global society, students learn to be responsible individuals,

citizens, and global partners by donating their time to improve the welfare of others (e.g., CSF, NHS, and community service; Christmas Food Drive; peer counseling, etc.)

Suspensions and Expulsions

Data reported are the number of suspensions and expulsions (i.e., the total number of incidents that resulted in a suspension or expulsion). The rate of suspensions and expulsions is the total number of incidents divided by the school's total enrollment as reported by CBEDS for the given year.

| Criteria | School | | | District | | |
|------------------------------|---------------|-------------|-------------|-----------------|-------------|-------------|
| | 2003 | 2004 | 2005 | 2003 | 2004 | 2005 |
| Number of Suspensions | 166 | 214 | 146 | 2,109 | 2,621 | 1,962 |
| Rate of Suspensions | 7.8% | 10.1% | 0.7% | 9.0% | 11.2% | 7.9% |
| Number of Expulsions | 4 | 9 | | 31 | 47 | 44 |
| Rate of Expulsions | 0.2% | 0.4% | | 0.1% | 0.2% | 0.18% |

IV. School Facilities

School Facility Conditions -- General Information

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.

Age of School Buildings

Although the main school campus was constructed in 1967, portable buildings have been added to accommodate diverse program needs.

Maintenance and Repair

District maintenance and facilities staff to ensure that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

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.

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.

Modernization Projects

During the 2004-2005 school year, local Measure A and Measure G funds and state matching funds will be used to renovate existing facilities.

Santa Teresa High School is more than thirty (30) years old. 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. The science building was recently remodeled and students learn in modern, facilities. All classrooms provide adequate space for teaching and learning. Each building also provides an office, or offices, 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. 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.

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. The fire alarm system has been refurbished with a new control panel following the complete rebuilding of the science buildings. 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. The school began to participate in computerized classroom attendance April 5, 2004.

School Facility Conditions -- Results of Inspection and Evaluation

Data reported are the determination of good repair as documented in a completed *Interim Evaluation Instrument*, including the school site inspection date, the *Interim Evaluation Instrument* completion date, and the date of any remedial action taken or planned. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

| Interim Evaluation Instrument Part | Facility in Good Repair | | Deficiency and Remedial Actions Taken or Planned |
|--|--------------------------------|-----------|---|
| | Yes | No | |
| Gas Leaks | √ | | |
| Mechanical Systems | √ | | |
| Windows/Doors/Gates (interior and exterior) | √ | | |
| Interior Surfaces (walls, floors, and ceilings) | √ | | |
| Hazardous Materials (interior and exterior) | √ | | |
| Structural Damage | √ | | |
| Fire Safety | √ | | |
| Electrical (interior and exterior) | √ | | |
| Pest/Vermin Infestation | √ | | |
| Drinking Fountains (inside and outside) | √ | | |
| Restrooms | √ | | |
| Sewer | √ | | |
| Playground/School Grounds | √ | | |
| Other | | | |

V. Academic Data

Standardized Testing and Reporting (STAR)

Through the California Standardized Testing and Reporting (STAR) program, students in grades 2 through 11 are tested annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) and a norm-referenced test (NRT). The CST tests English-language arts and mathematics in grades 2 through 11, science in grades 5, 9, 10, and 11, and history-social science in grades 8, 10, and 11. Prior to 2005, the NRT tested reading/language arts and mathematics in grades 2 through 11, spelling in grades 2 through 8, and science in grades 9 through 11. Beginning in 2005, the NRT tests reading/language arts, spelling, and mathematics in grades 3 and 7 only, and no longer tests science in any grade.

California Standards Tests (CST)

The California Standards Tests (CST) 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 state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. Students with significant cognitive disabilities who are unable to take the CST are tested using the California Alternate Performance Assessment (CAPA). Detailed information regarding CST and CAPA results for each grade and proficiency level can be found at the California Department of Education Web site at <http://star.cde.ca.gov> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

CST -- All Students

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

| Subject | School | | | District | | | State | | |
|-------------------------------|--------|------|------|----------|------|------|-------|------|------|
| | 2003 | 2004 | 2005 | 2003 | 2004 | 2005 | 2003 | 2004 | 2005 |
| English-Language Arts | 45 | 47 | 50 | 31 | 33 | 38 | 35 | 36 | 40 |
| Mathematics | 20 | 21 | 21 | 17 | 16 | 19 | 35 | 34 | 38 |
| Science | 36 | 28 | 26 | 21 | 20 | 23 | 27 | 25 | 27 |
| History-Social Science | 33 | 36 | 33 | 25 | 27 | 31 | 28 | 29 | 32 |

CST -- Racial and Ethnic Subgroups

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

| Subject | African American | American Indian or Alaska Native | Asian | Filipino | Hispanic or Latino | Pacific Islander | White (not Hispanic) |
|-------------------------------|------------------|----------------------------------|-------|----------|--------------------|------------------|----------------------|
| English-Language Arts | 38 | * | 66 | 53 | 34 | 29 | 55 |
| Mathematics | 10 | * | 42 | 30 | 11 | 0 | 22 |
| Science | 21 | * | 40 | 24 | 13 | 21 | 29 |
| History-Social Science | 28 | * | 57 | 29 | 16 | * | 34 |

CST -- Other Subgroups

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

| Subject | Male | Female | English Learners | Economically Disadvantaged | Students With Disabilities | Migrant Education |
|------------------------------|------|--------|------------------|----------------------------|----------------------------|-------------------|
| English-Language Arts | 44 | 57 | 13 | 51 | 77 | * |

| | | | | | | |
|-------------------------------|----|----|----|----|----|---|
| Mathematics | 22 | 22 | 20 | 22 | 77 | * |
| Science | 27 | 26 | 9 | 27 | * | * |
| History-Social Science | 35 | 31 | 5 | 33 | * | * |

Norm-Referenced Test (NRT)

Reading and mathematics results from the California Achievement Test, Sixth Edition (CAT/6), the current norm-referenced test (NRT) adopted by the State Board of Education, are reported as the percent 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. Beginning in 2005, the NRT tests reading/language arts, spelling, and mathematics in grades 3 and 7 only and no longer tests science in any grade. Detailed information regarding results for each grade level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

NRT -- All Students

Data reported are the percent of students scoring at or above the 50th percentile.

| Subject | School | | | District | | | State | | |
|--------------------|---------------|-------------|-------------|-----------------|-------------|-------------|--------------|-------------|-------------|
| | 2003 | 2004 | 2005 | 2003 | 2004 | 2005 | 2003 | 2004 | 2005 |
| Reading | 64 | 69 | | 46 | 47 | 27 | 43 | 43 | 41 |
| Mathematics | 68 | 68 | | 51 | 53 | 47 | 50 | 51 | 52 |

NRT -- Racial and Ethnic Subgroups

Data reported are the percent of students scoring at or above the 50th percentile for the most recent testing period.

| Subject | African American | American Indian or Alaska Native | Asian | Filipino | Hispanic or Latino | Pacific Islander | White (not Hispanic) |
|--------------------|-------------------------|---|--------------|-----------------|---------------------------|-------------------------|-----------------------------|
| Reading | | | | | | | |
| Mathematics | | | | | | | |

NRT -- Other Subgroups

Data reported are the percent of students scoring at or above the 50th percentile for the most recent testing period.

| Subject | Male | Female | English Learners | Economically Disadvantaged | Students With Disabilities | Migrant Education |
|--------------------|-------------|---------------|-------------------------|-----------------------------------|-----------------------------------|--------------------------|
| Reading | | | | | | |
| Mathematics | | | | | | |

Local Assessment

Data reported are the percent of students meeting or exceeding the district standard.

| Grade Level | Reading | | | Writing | | | Mathematics | | |
|--------------------|----------------|-------------|-------------|----------------|-------------|-------------|--------------------|-------------|-------------|
| | 2003 | 2004 | 2005 | 2003 | 2004 | 2005 | 2003 | 2004 | 2005 |
| 9 | | | | | | | | | |
| 10 | | | | | | | | | |
| 11 | | | | | | | | | |
| 12 | | | | | | | | | |

California Physical Fitness Test

Data reported are the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. Detailed information regarding the California Physical Fitness Test may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. *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 |
| 5 | | | | | | | 24.5 | 26.7 | 22.3 |
| 7 | | | | | | | 28.8 | 30.9 | 26.8 |
| 9 | 21.5 | 22.9 | 20.0 | 32.6 | 31.3 | 33.8 | 26.7 | 25.8 | 27.5 |

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 percent of the distance between its API Base 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 awards.

Subgroup APIs and Targets: In addition to a schoolwide API, schools also receive API scores for each numerically significant subgroup in the school (i.e., racial/ethnic subgroups and socioeconomically disadvantaged students). 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 eligible for awards.

Percent Tested: In order to be eligible for awards, elementary and middle schools must test at least 95 percent of their students in grades 2 through 8, and high schools must test at least 90 percent of their students in grades 9 through 11 on STAR assessments.

Statewide Rank: Schools receiving an API Base score are ranked in 10 categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (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. Detailed information about the API and the Public Schools Accountability Act (PSAA) can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/> or by speaking with the school principal.

API -- Schoolwide

Data reported are API Base and Growth scores, growth targets, statewide and similar schools ranks, and percent tested.

| API Base Data | | | | API Growth Data | | | |
|-----------------------|------|------|------|-------------------------|-------------------|-------------------|-------------------|
| Criteria | 2002 | 2003 | 2004 | Criteria | From 2002 to 2003 | From 2003 to 2004 | From 2004 to 2005 |
| Percent Tested | 97 | 94 | 96 | Percent Tested | 94 | 96 | 99 |
| API Base Score | 700 | 693 | 735 | API Growth Score | 701 | 726 | 740 |
| Growth Target | 5 | 5 | 3 | Actual Growth | 1 | 33 | 5 |

| | | | | |
|-----------------------------|---|---|---|--|
| Statewide Rank | 8 | 7 | 8 | |
| Similar Schools Rank | 5 | 2 | 5 | |

API -- Racial and Ethnic Subgroups

Data reported are API Base and Growth scores and growth targets.

| API Base Data | | | | API Growth Data | | | |
|---|------|------|------|---|-------------------|-------------------|-------------------|
| | 2002 | 2003 | 2004 | | From 2002 to 2003 | From 2003 to 2004 | From 2004 to 2005 |
| 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 | | | | Asian | | | |
| API Base Score | 792 | 791 | 835 | API Growth Score | 777 | 820 | 844 |
| Growth Target | 4 | 4 | A | Actual Growth | -15 | 29 | 9 |
| Filipino | | | | Filipino | | | |
| API Base Score | | | | API Growth Score | | | |
| Growth Target | | | | Actual Growth | | | |
| Hispanic or Latino | | | | Hispanic or Latino | | | |
| API Base Score | 621 | 590 | 635 | API Growth Score | 610 | 622 | 667 |
| Growth Target | 4 | 4 | 2 | Actual Growth | -11 | 32 | 32 |
| Pacific Islander | | | | Pacific Islander | | | |
| API Base Score | | | | API Growth Score | | | |
| Growth Target | | | | Actual Growth | | | |
| White (Not Hispanic) | | | | White (Not Hispanic) | | | |
| API Base Score | 713 | 711 | 753 | API Growth Score | 716 | 748 | 749 |
| Growth Target | 4 | 4 | 2 | Actual Growth | 3 | 37 | -4 |

API -- Socioeconomically Disadvantaged Subgroup

Data reported are API Base and Growth scores and growth targets.

| API Base Data | | | | API Growth Data | | | |
|----------------|------|------|------|------------------|-------------------|-------------------|-------------------|
| Criteria | 2002 | 2003 | 2004 | Criteria | From 2002 to 2003 | From 2003 to 2004 | From 2004 to 2005 |
| API Base Score | 620 | 586 | 641 | API Growth Score | 595 | 635 | 694 |
| Growth Target | 4 | 4 | 2 | Actual Growth | -25 | 49 | 53 |

State Award and Intervention Programs

Although state intervention and awards programs are currently in the California Education Code, the programs were not funded for the period addressed by this report. Therefore, there are currently no data available to report.

Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act (NCLB) requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To comply with NCLB, California adopted AYP criteria that were approved by the U.S. Department of Education in June 2003. To make AYP, schools and districts are required each year to meet or exceed specific criteria in each of the following:

- Requirement 1: Participation rate on the state's standards-based assessments
- Requirement 2: Percent proficient on the state's standards-based assessments
- Requirement 3: API as an additional indicator
- Requirement 4: Graduation rate (for secondary schools)

Requirements 1 and 2 apply at the school, district, and subgroup levels. Requirements 3 and 4 apply only at the school and district levels, unless exception or "safe harbor" criteria are used. Detailed information about AYP can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by speaking with the school principal.

AYP All Criteria -- Schoolwide

Data reported indicate whether all AYP criteria were met for all students in a school or a district, or that exception (safe harbor) criteria were met, or that an appeal of the school's or district's AYP status was approved.

| Schoolwide | School | | | District | | |
|---------------------|---------------|-------------|-------------|-----------------|-------------|-------------|
| | 2003 | 2004 | 2005 | 2003 | 2004 | 2005 |
| All Students | Yes | No | Yes | No | No | Yes |

AYP Participation Rates and Proficiency Levels -- Schoolwide and Subgroups

Data reported indicate whether AYP criteria for both the minimum participation rates and the percent proficient or above were met in a school or a district. *Note: "N/A" means that the student group is not numerically significant.*

| Schoolwide and Subgroups | School | | | District | | |
|---|---------------|-------------|-------------|-----------------|-------------|-------------|
| | 2003 | 2004 | 2005 | 2003 | 2004 | 2005 |
| All Students | Yes | Yes | Yes | Yes | Yes | Yes |
| African American | N/A | N/A | N/A | Yes | Yes | Yes |
| American Indian or Alaska Native | N/A | N/A | N/A | N/A | N/A | N/A |
| Asian | Yes | Yes | Yes | Yes | Yes | Yes |
| Filipino | N/A | N/A | N/A | Yes | Yes | Yes |
| Hispanic or Latino | Yes | No | Yes | Yes | Yes | Yes |
| Pacific Islander | N/A | N/A | N/A | N/A | N/A | N/A |
| White (not Hispanic) | Yes | Yes | Yes | Yes | Yes | Yes |
| Socioeconomically Disadvantaged | N/A | N/A | N/A | Yes | Yes | Yes |
| English Learners | N/A | N/A | N/A | Yes | Yes | Yes |
| Students with Disabilities | N/A | N/A | N/A | No | No | Yes |

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make Adequate Yearly Progress (AYP) for two consecutive years. After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Information about PI, including a list of all PI schools and districts, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by contacting the district office or speaking with the school principal.

| Criteria | School | District |
|--|---------------|-----------------|
| First Year of Program Improvement | | 2004-2005 |

| | | |
|--|-----|--------|
| Implementation | | |
| Year in Program Improvement (Implementation Level) | | Year 1 |
| Year Exited Program Improvement | | |
| Number of Schools Currently in Program Improvement | --- | 1 |
| Percent of Schools Currently in Program Improvement | --- | 5.6 |

VI. School Completion (Secondary Schools)

California High School Exit Examination (CAHSEE)

Beginning with the graduating class of 2006, students in California public schools will have to pass the California High School Exit Examination (CAHSEE) to receive a high school diploma. The School Accountability Report Card for that year will report the percent of students completing grade 12 who successfully completed the CAHSEE.

These data are not required to be reported until 2006, when they can be reported for the entire potential graduating class. At that time, the data are expected to be disaggregated by special education status, English learners, socioeconomically disadvantaged status, gender, and ethnic group.

Dropout Rate and Graduation Rate

Data reported regarding progress toward reducing dropout rates over the most recent three-year period include grade 9 through 12 enrollment, the number of dropouts, and the one-year dropout rate as reported by CBEDS. The formula for the one-year dropout rate is grades 9 through 12 dropouts divided by grades 9 through 12 enrollment multiplied by 100. The graduation rate, included as one of the requirements of California's definition of Adequate Yearly Progress as required by the federal No Child Left Behind (NCLB) Act, is calculated by dividing the number of high school graduates by the sum of dropouts for grades 9 through 12, in consecutive years, plus the number of graduates.

| Criteria | School | | | District | | | State | | |
|------------------------------|--------|-------|-------|----------|--------|--------|-----------|-----------|-----------|
| | 2002 | 2003 | 2004 | 2002 | 2003 | 2004 | 2002 | 2003 | 2004 |
| Enrollment (9-12) | 2,126 | 2,121 | 2,151 | 23,664 | 24,332 | 24,469 | 1,772,417 | 1,830,903 | 1,876,927 |
| Number of Dropouts | 39 | 77 | 80 | 438 | 737 | 982 | 47,871 | 58,189 | 61,253 |
| Dropout Rate (1-year) | 1.8 | 3.6 | 3.7 | 1.9 | 3.0 | 4.0 | 2.7 | 3.2 | 3.3 |
| Graduation Rate | 87.1 | 88.0 | 88.5 | 83.8 | 89.6 | 86.6 | 87.0 | 86.7 | 85.3 |

VII. Class Size

Average Teaching Load and Teaching Load Distribution

Data reported are the average class size and the number of classrooms that fall into each size category (i.e., number of students), by subject area, as reported by CBEDS.

| Subject | 2003 | | | | 2004 | | | | 2005 | | | |
|----------------|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|
| | Avg. Class Size | Number of Classrooms | | | Avg. Class Size | Number of Classrooms | | | Avg. Class Size | Number of Classrooms | | |
| | | 1-22 | 23-32 | 33+ | | 1-22 | 23-32 | 33+ | | 1-22 | 23-32 | 33+ |
| English | 24.8 | 37 | 48 | 1 | 24.9 | 34 | 45 | | 26.4 | 28 | 42 | 6 |

| | | | | | | | | | | | | |
|-----------------------|------|----|----|----|------|----|----|---|------|----|----|----|
| Mathematics | 26.7 | 19 | 31 | 8 | 27.0 | 17 | 40 | 1 | 26.6 | 29 | 9 | 29 |
| Science | 29.7 | | 37 | 16 | 29.7 | 5 | 46 | 5 | 32.1 | | 31 | 21 |
| Social Science | 31.1 | 1 | 33 | 28 | 29.6 | 5 | 57 | 2 | 32.6 | | 29 | 29 |

VIII. Teacher and Staff Information

Core Academic Courses Taught by NCLB Compliant Teachers

For a school, the data reported are the percent of a school's classes in core academic subjects taught by No Child Left Behind (NCLB) compliant teachers. For a district, the data reported are the percent of all classes in core academic subjects taught by NCLB compliant teachers in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at

<http://www.cde.ca.gov/nclb/sr/tq/>.

| Criteria | Percent of Classes In Core Academic Subjects Taught by NCLB Compliant Teachers |
|--|---|
| <i>This School</i> | 92.1 |
| <i>All Schools in District</i> | 88.2 |
| <i>High-Poverty Schools in District</i> | 0.0 |
| <i>Low-Poverty Schools in District</i> | 88.3 |

Teacher Credentials

Data reported are the number of teachers (full-time and part-time) as reported by CBEDS. Each teacher is counted as "1." If a teacher works at two schools, he/she is counted at one school only. Data for teachers with a full credential and teaching outside his/her subject area are provided by the LEA.

| Criteria | 2003 | 2004 | 2005 |
|--|-------------|-------------|-------------|
| Total Teachers | 108 | 102 | 95 |
| Teachers with Full Credential | 83 | 82 | 84 |
| Teachers Teaching Outside Subject Area <i>(full credential teaching outside subject area)</i> | 0 | 0 | 0 |
| Teachers in Alternative Routes to Certification <i>(district and university internship)</i> | 1 | 5 | 4 |
| Pre-Internship | 8 | 6 | 4 |
| Teachers with Emergency Permits <i>(not qualified for a credential or internship but meeting minimum requirements)</i> | 19 | 12 | 5 |
| Teachers with Waivers <i>(does not have credential and does not qualify for an Emergency Permit)</i> | 0 | 0 | 0 |

Teacher Misassignments

Data reported are the number of placements of a certificated employee in a teaching or services position, including positions that involve teaching English learners, for which the employee does not hold a legally recognized certificate or credential, or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold. *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*. For the 2005-06 school year, the most currently available data are reported.

| <i>Criteria</i> | <i>2004</i> | <i>2005</i> | <i>2006</i> |
|---|-------------|-------------|-------------|
| <i>Misassignments of Teachers of English Learners</i> | 0 | 0 | 0 |
| <i>Total Teacher Misassignments</i> | 0 | 0 | 0 |

Teacher Education Level

Data reported are the percent of teachers by education level, as reported by CBEDS.

| <i>Criteria</i> | <i>School</i> | <i>District</i> |
|---|---------------|-----------------|
| <i>Doctorate</i> | 0.0 | 1.6 |
| <i>Master's Degree plus 30 or more semester hours</i> | 13.7 | 17.9 |
| <i>Master's Degree</i> | 14.7 | 15.1 |
| <i>Bachelor's Degree plus 30 or more semester hours</i> | 61.1 | 51.6 |
| <i>Bachelor's Degree</i> | 10.5 | 13.5 |
| <i>Less than Bachelor's Degree</i> | 0.0 | 0.3 |

Vacant Teacher Positions

Data reported are the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester. For the 2005-06 school year, the most currently available data are reported.

| <i>Criteria</i> | <i>2004</i> | <i>2005</i> | <i>2006</i> |
|---------------------------------|-------------|-------------|-------------|
| <i>Vacant Teacher Positions</i> | 0 | 0 | 0 |

Teacher Evaluations

Information about the procedures and criteria for teacher evaluations.

All teachers and staff are regularly evaluated. Formal teacher and staff evaluations are completed in accordance to District and bargaining unit regulations. First year teachers are evaluated at least twice during the school year, and all temporary and probationary teachers are evaluated annually. All tenured teachers are evaluated every other year. In addition, drop in observations are made at the discretion of school administrators. The overall purposed of the class visits and evaluations is to reinforce good teaching practices and to assist teachers who may need improvement. The Administration promotes an open door policy and maintains a good rapport with the teaching staff.

Substitute Teachers

Information about the availability of qualified substitute teachers and the impact of any difficulties in this area on the instructional program at the school.

Finding and hiring qualified and effective substitute teachers is a critical problem for all East Side Union High School District schools. The current system is not effective or adequate to meet the needs of the local schools. The need for substitutes varies depending on the day of the week or the time of the year. Absences for illness, personal necessity leave, and professional development activities are all reasons that necessitate substitute teachers. When the need for substitutes exceeds the supply, the regular classroom teachers and administrators are called upon to fill in for the colleagues during their preparation period. Regardless of the reasons for calling in substitute teachers, the instructional program suffers when the regular teacher is absent. Consequently, every effort is made to minimize teacher absences.

All substitutes have a minimum of a Bachelor's Degree, have passed the California Basic Skills Test (CBEST), and hold the required credential to provide this service.

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 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equal one FTE.

| <i>Title</i> | <i>FTE</i> |
|---|------------|
| Counselor | 2.0 |
| Library Media Teacher (Librarian) | 1.0 |
| Psychologist | 1.0 |
| Social Worker | 1.0 |
| Nurse | 0.0 |
| Speech/Language/Hearing Specialist | 0.4 |
| Resource Specialist (non-teaching) | 0.2 |
| Other | 2.0 |

Academic Counselors

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equal one FTE. The ratio of students per academic counselor is defined as enrollment as reported by CBEDS divided by the full-time-equivalent academic counselors.

| <i>Number of Academic Counselors (FTE)</i> | <i>Ratio of Students Per Academic Counselor</i> |
|--|---|
| 2.0 | 1090.5 |

IX. Curriculum and Instruction

School Instruction and Leadership

Information about the structure of the school's instructional program and the experience of the school leadership team.

Curriculum Improvement Programs: We place high emphasis on best practices, the quality of instruction, and the capacity for leadership. 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. Teachers continue to develop performance rubrics, that are more often based on the California content and performance standards. Teachers are collaborating to plan around our expectations and California State Standards. 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 **Instructional Team Leaders** is comprised of administrators, department chairpersons, and program coordinators. This body makes major decisions around activities, budgets 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.
- ◆ **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 to 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; and student support.

Monitoring Progress

Each teacher is given a list of his/her students' data, including STAR, NWEA, and writing scores, twice yearly. This data helps the teacher to determine his/her own target students. All staff receive training on differentiated instruction, literacy, 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. 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 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 mastery occurs regularly via teacher developed tests based on the curricular standards in all subject areas and additionally on an interim basis using the STAR and the California High School Exit Exam.

Interim testing is in the form of 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 CST scores are Basic, Below Basic and/or Far Below Basic, 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
- ◆ Reading classes
- ◆ Study Skills classes
- ◆ Target Graduation Program for mentoring senior students who are in danger of not graduating
- ◆ Independent Studies
- ◆ Alternative Schools
- ◆ District Accel Program
- ◆ Gifted and Talented Program of 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

Subgroup Assessment Procedures: The CELDT test is used 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 reclassification 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 STAR, 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 Advanced English 1/9, Algebra 1/9 or higher, and Integrated Science 1 or biology. Those in need of intervention classes 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 careers.

Professional Development

Information about the program for training the school's teachers and other professional staff.

Professional development opportunities for staff members are multifaceted and clearly and consistently linked to the state's standards and the school's core values. Santa Teresa 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. 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, PAR 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., standards-based instruction), and specific facets of the professional development program (e.g., specific instructional strategies) are personalized to address the specific content area dynamics and needs. For example, in English, teachers are examining student work to ascertain effective standards-based instructional strategies, while in Physical Education, teachers are reviewing the *FitnessGram* data to establish effective instruction strategies for physical fitness instruction. 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.

Quality and Currency of Textbooks and Instructional Materials

Information about the standards-aligned (kindergarten through grade 12) and state-adopted (kindergarten and grades 1 through 8) or locally adopted (grades 9 through 12) textbooks and other instructional materials used in the school that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the core curriculum areas of reading/language arts, mathematics, science, and history-social science. For kindergarten and grades 1 through 8, the

information also includes a description of any supplemental curriculum adopted by the local governing board. The information includes an explanation for the use of any non-adopted textbooks or instructional materials.

| Core Curriculum Areas | Quality and Currency of Textbooks and Instructional Materials |
|-------------------------------|--|
| Reading/Language Arts | All textbooks are consistent with the content and cycles of the curriculum frameworks adopted by the SBE and Board of Trustees approved. |
| Mathematics | All textbooks are consistent with the content and cycles of the curriculum frameworks adopted by the SBE and Board of Trustees approved. |
| Science | All textbooks are consistent with the content and cycles of the curriculum frameworks adopted by the SBE and Board of Trustees approved. |
| History-Social Science | All textbooks are consistent with the content and cycles of the curriculum frameworks adopted by the SBE and Board of Trustees approved. |

Availability of Sufficient Textbooks and Instructional Materials

Information about the availability of sufficient standards-aligned (kindergarten through grade 12) and state-adopted (kindergarten and grades 1 through 8) or locally adopted (grades 9 through 12) textbooks and other instructional materials for each pupil, including English learners, that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the core curriculum areas of reading/language arts, mathematics, science, history-social science, foreign language, and health (kindergarten through grade 12); and science laboratory equipment (grades 9 through 12), as appropriate. For kindergarten and grades 1 through 8, the information also includes a description of any supplemental curriculum adopted by the local governing board.

| Core Curriculum Areas | Availability of Textbooks and Instructional Materials |
|---|--|
| Reading/Language Arts | As of March 10, 2005 sufficient books for student issue |
| Mathematics | As of March 10, 2005 sufficient books for student issue |
| Science | As of March 10, 2005 sufficient books for student issue |
| History-Social Science | As of March 10, 2005 sufficient books for student issue |
| Foreign Language | As of March 10, 2005 sufficient books for student issue |
| Health | As of March 10, 2005 sufficient books for student issue |
| Science Laboratory Equipment (grades 9-12) | As of March 10, 2005 insufficiencies were being filled |

Instructional Minutes

Data reported compare 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 | 64,800 | 64,800 |
| 10 | 64,800 | 64,800 |
| 11 | 64,800 | 64,800 |
| 12 | 64,800 | 64,800 |

Continuation School Instructional Days

Data reported are the number of instructional days offered at the school level compared to the state requirement for each grade.

| Grade Level | Instructional Days With At Least 180 Instructional Minutes | |
|-------------|--|-------------------|
| | Offered | State Requirement |
| 9 | 180 days | 180 days |
| 10 | 180 days | 180 days |
| 11 | 180 days | 180 days |
| 12 | 180 days | 180 days |

Minimum Days in School Year

Information about the total number of days in the most recent school year that students attended school on a shortened day schedule and the reasons for the shortened day schedule.

There were 3 shortened day schedules during the 2004-2005 school year. These shortened days were used to improve teaching and learning through professional development and staff collaboration.

X. Postsecondary Preparation (Secondary Schools)

Advanced Placement and International Baccalaureate Courses

Data reported are the number of Advanced Placement (AP) and International Baccalaureate (IB) courses and classes offered, and the enrollment in various classes. The data for fine and performing arts include AP Art and AP Music, and the data for social science include IB Humanities.

| Subject | Number of Courses Offered | Number of Classes Offered | Enrollment |
|---------------------------------|---------------------------|---------------------------|------------|
| <i>Fine and Performing Arts</i> | | | |
| <i>Computer Science</i> | | | |
| <i>English</i> | 1 | 3 | 82 |
| <i>Foreign Language</i> | 1 | 2 | 63 |
| <i>Mathematics</i> | 2 | 3 | 78 |
| <i>Science</i> | 3 | 5 | 152 |
| <i>Social Science</i> | 2 | 5 | 170 |

Student Enrollment in Courses Required for University of California (UC) and/or California State University (CSU) Admission

Data reported are the number and percent of student enrollment in courses required for University of California (UC) and/or California State University (CSU) admission. The percent of student enrollment is calculated by dividing the total student enrollment in courses required for UC and/or CSU admission by the total student enrollment in all courses. *Note: Each student is counted in each course in which the student is enrolled. As a result of these duplicated counts, the student enrollment in all courses will, and the student enrollment in courses required for UC and/or CSU admission may, exceed the actual student enrollment figure for the school.*

| Student Enrollment In All Courses | Student Enrollment In Courses Required For UC and/or CSU Admission | Percent of Student Enrollment In Courses Required For UC and/or CSU Admission |
|-----------------------------------|--|---|
| 9853 | 7645 | 77.6 |

Graduates Who Have Completed All Courses Required for University of California (UC) and/or California State University (CSU) Admission

Data reported are the number and percent of graduates who have completed all courses required for University of California (UC) and/or California State University (CSU) admission. The percent of graduates is calculated by dividing the total number of graduates who have completed all courses required for UC and/or CSU admission by the total number of graduates.

| Number of Graduates | Number of Graduates Who Have Completed All Courses Required For UC and/or CSU Admission | Percent of Graduates Who Have Completed All Courses Required For UC and/or CSU Admission |
|----------------------------|--|---|
| 447 | 108 | 24.2 |

SAT Reasoning Test

Data reported are the average verbal and math scores for Grade 12 students at the school, district, and state level who voluntarily take the SAT Reasoning Test for college entrance. Data are also reported for total grade 12 enrollment and percent of grade 12 enrollment taking the test. Students may take the test more than once, but only the most recent score is reported at the year of graduation. The test may or may not be available to students at a given school. Detailed information regarding SAT results may be found at the CDE Web site at <http://www.cde.ca.gov/ds/sp/ai/>. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

| Criteria | School | | | District | | | State | | |
|---|---------------|-------------|-------------|-----------------|-------------|-------------|--------------|-------------|-------------|
| | 2003 | 2004 | 2005 | 2003 | 2004 | 2005 | 2003 | 2004 | 2005 |
| Grade 12 Enrollment | 509 | 521 | 513 | 5952 | 5927 | 6212 | 385,356 | 395,194 | 409,576 |
| Percent of Grade 12 Enrollment Taking Test | 50.5 | 43.6 | 43.3 | 38.2 | 34.5 | 36.5 | 36.7 | 35.3 | 35.9 |
| Average Verbal Score | 497 | 515 | 517 | 460 | 469 | 473 | 494 | 496 | 499 |
| Average Math Score | 517 | 525 | 534 | 498 | 506 | 509 | 518 | 519 | 521 |

College Admission Test Preparation Course Program

Information about the school's college admission test preparation course program.

Santa Teresa High School provides college admission test preparation through a collaborative effort with private test preparation programs and community agencies. In addition, the school's guidance department and teachers provide students with necessary college admission test preparation.

Workforce Preparation Programs

Information about the school's career technical education programs and classes.

Technology is integrated in most curriculum areas to enhance instruction and provide opportunities for students to participate in project-based assignments that not only add depth and complexity to lessons, but also provide them with the skills that are necessary to compete for jobs in a technology-based society. Students acquire and improve their computer skills through the many opportunities available to them in their classrooms and in campus computer labs.

Students have access to the Internet and utilize it for research purposes. Many instructors integrate technology in their instruction and require their students to utilize technology in the preparation and presentation of assignments. In addition, Santa Teresa High School offers programs such as the Desktop Publishing Program, Virtual Enterprise Program, Business Communications, Graphic Design, Yearbook, CCOC, ROP, and Work Experience that teach students the skills needed to be successful in college and the workplace.

Career Technical Education (CTE) Programs

Data reported are enrollment and program completion from the *Report of Career-Technical Education Enrollment and Program Completion for School Year 2003-2004 (CDE 101 E-1)*. Data have been aggregated to the district level.

| CTE Participants | Grade 9-12 CTE Students | | | Grade 12 CTE Students | | |
|------------------|-------------------------|-------------------------|----------------------|-----------------------|----------------------|------------------------|
| | Total Course Enrollment | Number of Concentrators | Number of Completers | Completion Rate | Number of Completers | Number Earning Diploma |
| | | | | | | |

XI. Fiscal and Expenditure Data

Teacher and Administrative Salaries (Fiscal Year 2003-04)

Data reported are the district salaries for teachers, principals, and superintendents, compared to the state average salaries for districts of the same type and size, as defined by *Education Code Section 41409*. Data are also reported for teacher and administrative salaries as a percent of a district's budget. Detailed information regarding salaries may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0304.asp>. Note: County offices of education are not required to report average salaries and expenditures. The CDE's School Fiscal Services Division does not calculate statewide average salary and expenditure information for county offices of education.

| Category | District Amount | State Average For Districts In Same Category |
|--|-----------------|--|
| Beginning Teacher Salary | \$41,151 | \$36,464 |
| Mid-Range Teacher Salary | \$67,570 | \$61,925 |
| Highest Teacher Salary | \$83,384 | \$77,260 |
| Average Principal Salary (Elementary) | | |
| Average Principal Salary (Middle) | | \$97,157 |
| Average Principal Salary (High) | \$119,105 | \$109,001 |
| Superintendent Salary | \$215,000 | \$158,638 |
| Percent of Budget for Teacher Salaries | 37.4 | 38.1 |
| Percent of Budget for Administrative Salaries | 4.9 | 5.2 |

District Expenditures (Fiscal Year 2003-04)

Data reported are the total dollars expended in the district and the dollars expended per student at the district compared to the state average for all districts and for districts of the same type and size. Detailed information regarding expenditures may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/>. Note: County offices of education are not required to report average expenditures. The CDE's School Fiscal Services Division does not calculate statewide average expenditure information for county offices of education.

| District | District | State Average For Districts In Same Category | State Average All Districts |
|-------------------------------|---|--|---|
| Total Dollars Expended | Dollars Expended Per Student (ADA) | Dollars Expended Per Student (ADA) | Dollars Expended Per Student (ADA) |

| | | | |
|---------------|---------|---------|---------|
| \$181,110,162 | \$7,348 | \$7,007 | \$6,919 |
|---------------|---------|---------|---------|

Types of Services Funded

Information about the programs and supplemental services that are provided at the school through either categorical funds or other sources.

In addition to receiving a General Fund budget that provides for the normal day to day operational expenses of the school, Santa Teresa High School received categorical funds that provide supplemental funding for identified and specific needs of the school. The school's general fund and categorical budget provided for supplemental services and programs in the following areas:

- ◆ GATE (gifted and talented)
- ◆ EIA (counseling, assessment and instructional services for second language learners)
- ◆ Title II (improvement of teacher quality, staff development)
- ◆ Professional Development funds to provide ongoing job-embedded professional development
- ◆ Carl Perkins (provides services and programs to identified academy staff and students)
- ◆ Safe School Initiative (support for programs that ensure school safety)
- ◆ Ed Tech (provide support to maintain school web page)
- ◆ School Safety (State monies to provide equipment, personnel and programs that ensure school safety)
- ◆ MAA (provide funds to employ social work interns in the Healthy Start Mental Health facility)
- ◆ SB813 Counseling (provide supplemental counseling for targeted 10th grade at risk students)
- ◆ Learning Handicapped
- ◆ Speech & Hearing Therapy
- ◆ Psychological Testing
- ◆ Adaptive Physical Education
- ◆ Migrant Education
- ◆ University College Opportunity
- ◆ Upward Bound
- ◆ ROP (Regional Occupational Program)
- ◆ CCOC (Central County Occupational Center)
- ◆ WEEP (Work Experience Exploratory Program)