

# Santa Teresa High School

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## **Mission Statement**

To provide a safe, 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.

## **School Goals**

- Improved reading and writing skills
- Improved scores on the Academic Performance Index (SAT9)
- Improved academic performance
- Improved attendance and graduation rates

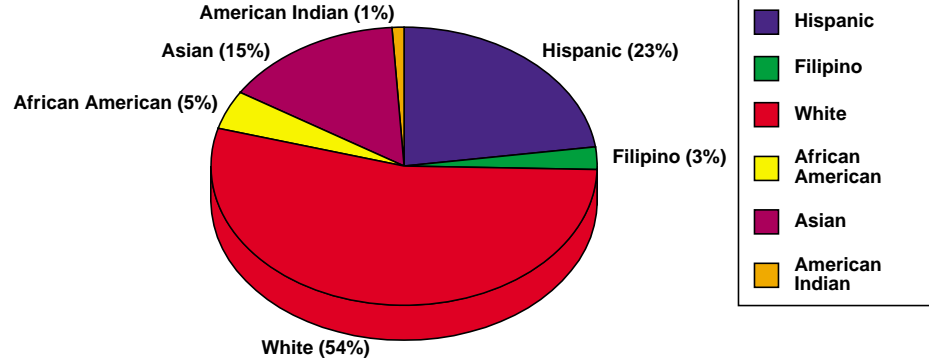
## **School Profile**

Santa Teresa High School continues to pursue its established course toward excellence and success for all students. As a 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.

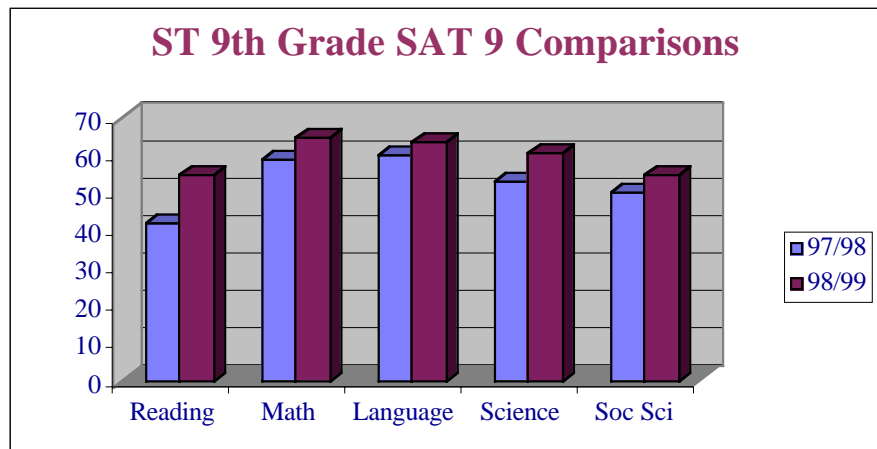
Due to its success in these areas, Santa Teresa was awarded the prestigious BASRC "Leadership School" honor for the 1998-1999 school year.

## Ethnic Breakdown of Student Body

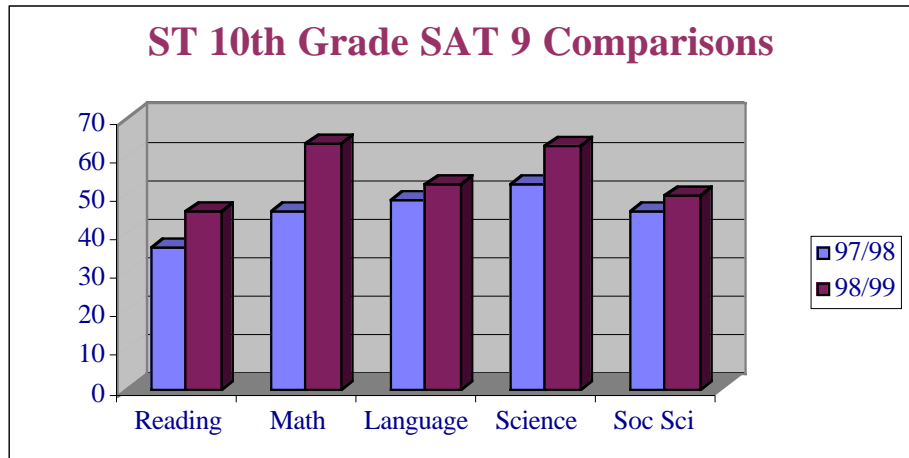


## SAT9

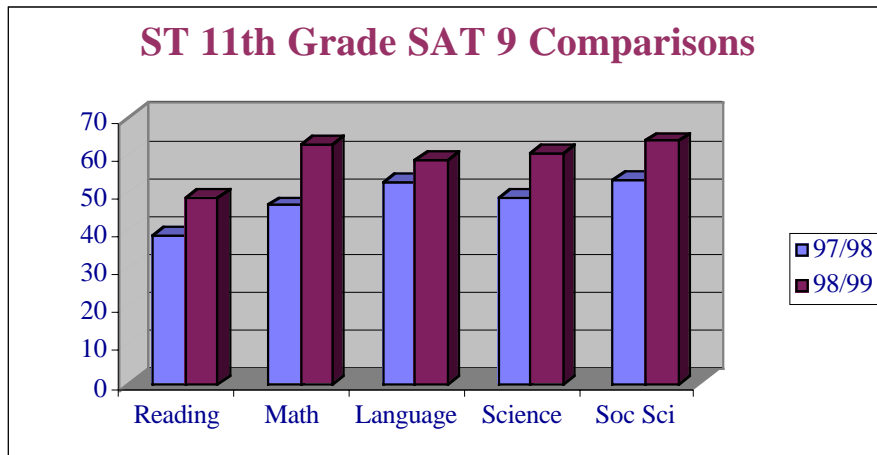
The State of California now requires schools to test all students using the Stanford Achievement Test version 9 (SAT-9). For grades 9-11, students are tested in reading, language, mathematics, science and history/social science. The SAT9 test is designed to compare student performance against a national sample of students at the same grade level.



Santa Teresa's 9th grade students performed better in all areas of the SAT 9 when compared to the previous year's 9th grade students. Gains in reading were especially impressive.



Santa Teresa's 10th grade students performed better in all areas when compared to the previous year's 10th graders. Gains in math were significant.

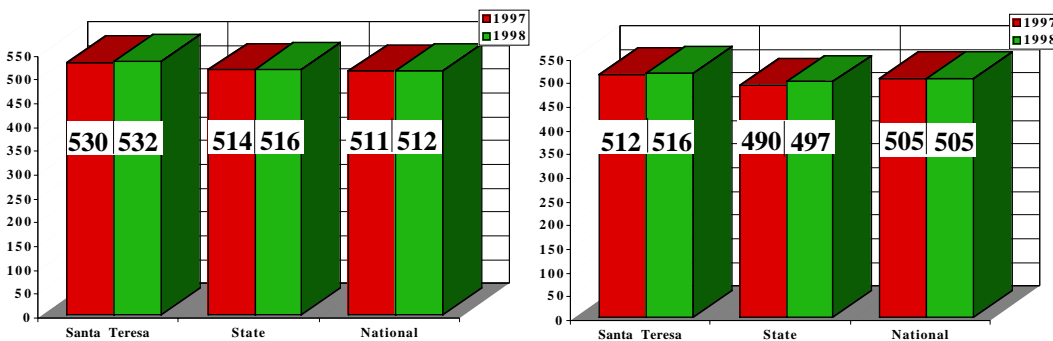


Santa Teresa's 11th grade students performed significantly better in all areas when compared to the previous years 11th graders. Gains in math and science were impressive.

The Scholastic Aptitude Test (SAT) is a voluntary 2 1/2 hour test that measures verbal and mathematical reasoning abilities related to successful performance in college. Colleges use the information to recruit and select students. The College Board reports the number of students from each school who took the test.

## Student Achievement

### Scholastic Aptitude Test Math Scale Scores      Verbal Scale Scores



The College Board reports the average scale scores of students who gave permission to release those scores to their schools. The graph above compares the mean mathematics and verbal scores for Santa Teresa attained in 1997 and 1998 with those attained by students across the state and across the nation.

In 1998-99 Santa Teresa's Average Daily Attendance was 92.3%. Santa Teresa's attendance monitoring system notifies parents by phone of student absences. Absences are also noted on the report cards. The Home and School Liaison makes home visits when students have missed an excessive number of school days and/or when phone contacts are unsuccessful.

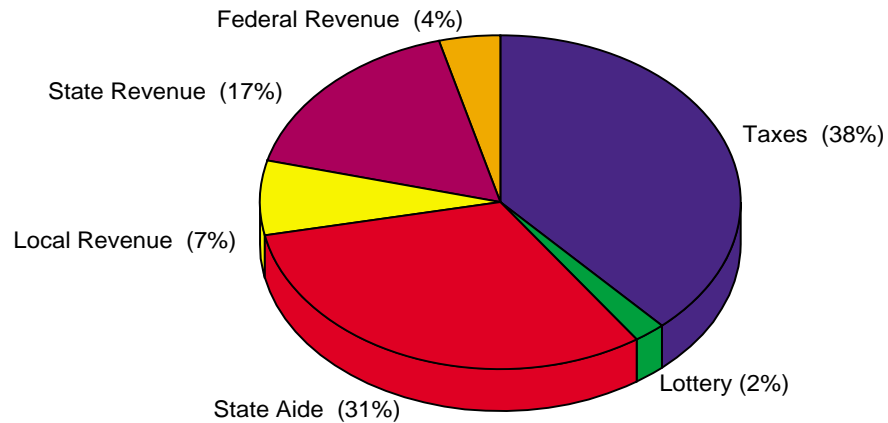
The number of students reported leaving school (dropout rate), as reported by the State formula, was 3.6%. This formula is based upon the number of students withdrawing from school and not requesting their school records be sent to another educational institution. The number of students suspended during the 1998-99 school year was 213, with 3 expelled.

## School Attendance/ Dropout Rates/ Expulsions

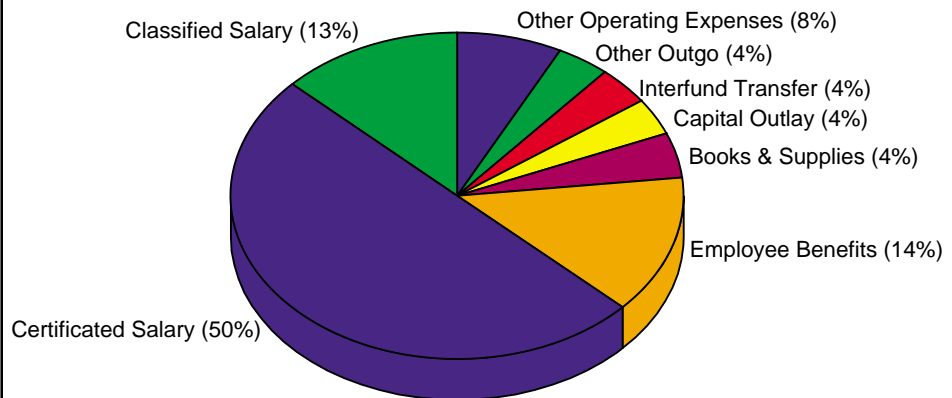
## Expenditures and Services Offered

In 1998-99, the East Side Union High School District received \$146 million. When costs for direct instruction, transportation, salaries, fringe benefits, food services and facilities maintenance are considered, the district expended \$6,646 per student. The graphs below illustrate district income and expenditures.

### —General Fund Income—



### —District 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 as a Second Language
- Special Education
- Link Crew
- Student Family Center Services
- In-School Suspension
- Ujima
- Opportunity classes
- Reading classes

Many things affect employee salary. Considerations that affect the salary of Educators are: the size of the district and whether it serves only high school students, elementary students, or both. Below, we look at statewide averages, ranges and ESUHSD figures.

	STATE-WIDE AVERAGE	STATE-WIDE RANGE	ESUHSD AVERAGE
Beginning Teacher's Salary	\$30,652	\$27,309-\$37,130	\$30,351
Midrange Teacher's Salary	\$50,676	\$41,540-\$59,852	\$52,607
Highest Teacher's Salary	\$60,962	\$53,428-\$69,300	\$64,827
School-Site Principal's Salary	\$86,783	\$68,065-\$109,091	\$84,673
District Superintendent's Salary	\$117,436	\$90,436-\$138,395	\$121,033

Class size in the East Side Union High School District varies by subject from an average of twenty or less in reading classes, ELD, and 9th grade Opportunity classes to forty-two or less in physical education. The specific class size by subject area is established by a contractual agreement between the East Side Teachers' Association and the school district.

It is each school's responsibility to monitor class size at that site and to maintain class averages at or below the agreed upon numbers. Where class size exceeds the subject average, a monetary penalty is assessed against the school district. The typical teaching load for a full-time teacher is five classes plus a preparation period, with one to three subject level preparations. Teachers with less than a full-time contract have a proportionately lower teaching load.

Instructional Aides for ELD are provided through State and Federal Supplementary Funds to assist in Math, Sheltered Science, Sheltered World History, Sheltered Keyboarding and various ELD courses.

Instructional Aides are provided through Special Education funds for all Special Education classes.

The average department class size is as follows:

Department/Class Size	Department/Class Size
Art ..... 29	Other ..... 30
Business Education ..... 29	Safety Education ..... 35
Typing/Keyboard ..... 40	Science ..... 32
English ..... 30	Social Science ..... 32
Foreign Language ..... 29	<i>Additionally, the following classes</i>
Homemaking ..... 29	<i>average:</i>
Industrial Education ..... 29	ELD
Mathematics ..... 32	Language Arts 1 & 2 ..... 20
Performing Arts (Band,	Survival Skills ..... 20
Choir, except for Drama) ..... 30	Language Arts 3 ..... 30
Physical Education ..... 42	Bilingual/Sheltered ..... 25
Reading	
Improvement & Development . 20	

**All ninth grade English classes were loaded at a ratio of 20 to 1 under the auspice of the state's class size reduction program. Additionally 9th grade math and science was reduced to 20 to 1 or 25 to 1.**

California law requires that teachers be assigned to classes only within their area of credential authorization. Where it is necessary to make assignments outside of current credential authorizations, appropriate special credentials are obtained. For the school year of 1998-99, there were approximately 4 teachers requiring special credentials throughout the district.

## Compensation/ Salary

## Class Size and Teaching Loads

## Teacher Assignments

## Substitute Teachers

Finding and hiring qualified substitute teachers is a problem at all East Side high schools. The need for substitutes varies with the day of the week and the time of year. Coupled with teacher absences for illness and personal necessity, there are special professional growth activities that require teachers to be absent from their classes. These special activities may include teacher training workshops or subject area conferences.

When the need for substitutes exceeds the supply, the regular classroom teachers are called upon to fill in for their colleagues during their preparation period. Regardless of the reasons for calling in substitute teachers, the instructional program suffers when the regular teacher is absent. Every effort is made to minimize teacher absences.

## Teacher Evaluation and Teaching Loads

All teachers and staff are regularly evaluated. Teachers are observed and assisted by administrators and peer coaches (colleagues trained in improving the delivery of instruction).

The Principal and Associate Principals are required to provide formal written evaluations for permanent teachers, counselors and student advisors every other year. Temporary and probationary teachers are evaluated annually.

The Principal also evaluates the performance of the Associate Principals and the Director of Activities. The Principal, in turn, is evaluated by the Superintendent. Teachers participate in staff development programs offered by the district and Santa Teresa High School. In addition, many take advantage of local college and university classes, and workshops offered by the Santa Clara County Office of Education. Fifty mentor teachers and fourteen Subject Area Coordinators support teacher improvement and curriculum development.

## Textbooks/ Instructional Materials

All students are provided with textbooks for courses that require them. On the average, a new textbook costs between \$35.00 and \$40.00. Students who take five required courses may have as many as 5 texts with a total value of \$175.00.

New textbooks were adopted by the Board of Trustees last year 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.***

## Counseling/Student Services

Santa Teresa High School provides support services through the Multi-Media Resource Center, the Student/Family Center, and the Attendance/Discipline Office. The Multi-Media Resource Center, counseling services, the career center, the school library and the computer lab provide academic and advisory support. There are three full-time counselors, three administrators, a registrar, a career technician, and a counseling technician. The counselors/administrators are responsible for developing educational plans, scheduling, and assisting with student enrollment into alternative programs (Phoenix, Independent Study, etc.), community and state colleges, universities and trade schools. Assistance is also given with scholarship and financial aid applications and letters of recommendation. The career technician provides information on scholarships, career testing, and jobs. The registrar enrolls and withdraws students and issues transcripts and diplomas. The library is staffed by a part-time library technician and a full-time librarian. In order to provide social, personal, health, and mental support for our students, the Student/Family Center is staffed by a program coordinator, a counselor, a health clerk, a school psychologist, social work interns, a parent volunteer coordinator, personnel from community agencies, etc. This program brings together outside agencies and resources that work with our staff to provide needed crisis intervention and family wellness services. In the Attendance/Discipline office one administrator, three attendance clerks, one

home-school liaison, and two advisors work toward maintaining a safe campus and improving attendance and behavior. We also provide adult instructional aides in Special Education and Language Development classes, IBM employees and students and staff academic tutoring services, and peer and group counseling.

**S**anta 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. They follow a disciplinary program which 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 Student Senate and the Career, Health and Driver Education 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 maintained.

**P**rofessional development is the key to improving teacher instructional strategies and student achievement. To these ends, Santa Teresa commits strongly to staff development in a seventeen-day Summer Institute, a 3-day Winter Institute, and ongoing training throughout the year. Key areas of focus include: reading, writing, computer, and information literacy; differentiation of the curriculum; instructional strategies; assessment; data collection, analysis, and use; and learning styles. With this training, teachers are better able to provide the means for their students to achieve at higher levels and to help to close the digital divide and the achievement gaps between those who have adequate or better skills and those who do not. They are also trained to make education more relevant, to make connections between content and students' experiences, and to devise assignments and assess students in a variety of means to match the many learning styles. In addition to the summer, winter and ongoing training for all staff, Santa Teresa provides much needed new teacher training to acculturate new teachers to the school, to provide them support and mentorship, and to train them in instructional strategies that promote sound learning.

**T**he vision if for Santa Teresa to become a "technology school." Currently, we have seven complete Mac labs, one Dell lab, one IBM lab, and a Mac teacher training lab, all connected to the World Wide Web. Every department office has at least one computer station, each classroom will have a teacher computer station by June of 2001, and some classrooms currently have from one to seven student stations. Nearly all buildings are wired with fiber optic cable for network connection and nearly all classrooms have a closed circuit network with TVs and VCRs. Technology is used as an instructional tool to help students to improve their reading, writing, computer and literacy skills and their knowledge of the content. It is an integral part of the way we work and is in our Expected School-wide Learning Results. Departments have signed essential agreements committing to teaching integrating technology with the curriculum and literacy skills. Professional development around computer and information literacy is ongoing throughout the year as staff are trained in the teacher lab and at in-services held at the district office. Training also takes place in the summer, with staff participating and producing useable materials and lessons in the San Jose Technology Network and the Santa Teresa Summer Institute. Supporting the on-site technology and professional development are a certificated Technology Coordinator, a Communications and Micro Computer Technician, and two Computer Technicians.

**S**anta Teresa and staff have received recognition for the quality of instruction and leadership that it provides staff and students. Teachers have been

## **Safety and Classroom Discipline**

## **Staff and Curriculum Development**

## **Technology**

## **Quality of Instruction and Leadership**

nominated by former students to their universities as having made great impact on their lives. Others have been selected teacher of the year in their various categories. We have exceptional programs that receive national and international notoriety, with visitors coming from as far away as Japan and Taiwan to see what we are doing that makes us successful. Most notable are our site technology and integrated Desktop Publishing, literacy, and data collection and use programs. For two years running Santa Teresa staff has been recognized by the Joint Venture Silicon Valley Challenge 2000 Board of Directors for collaborative and progressive work in a Vertical Slice with the Oak Grove School District. For two years running Santa Teresa staff has been recognized by the Bay Area School Reform Collaborative (BASRC). The first year was for strong leadership that transformed the way we work and unified our efforts toward the common goals of literacy, academic achievement, and attendance and graduation rate improvement. This year the recognition was for our strong growth toward closing the achievement gap between reading and writing literacy, skilled and - unskilled students. Of approximately 100 BASRC schools, only 14 were selected to receive the leadership award and 7 to receive the closing the achievement gap award.

The instructional program focuses on six Expected Schoolwide Learning Results;

- Global Citizenship
- Achievement of Social Skills
- Application of Higher Level Thinking Skills
- Commitment to Lifelong Learning
- Achievement of Scholastic Skills
- Application of Knowledge to Authentic Tasks

## Work Force Preparation

The vision of Santa Teresa is that each student will experience success in academic, personal, and social growth. Further, each student will be given an opportunity to select a career path leading to college and/or placement after high school. Students are currently provided career options via Business Careers, Police and Fire, Service Learning, work experience, two occupational programs, and journalism and yearbook classes. In these integrated programs, students learn traditional content and practice literacy and computer skills required to graduate. Additionally, they gain skills and knowledge around the career or interest path that they undertake.

## Instructional Minutes

The instructional day begins at either 7:19 a.m. or 8:20 a.m. and ends at either 2:09 p.m. or 3:10 p.m., depending upon the student's schedule. The required 240-minute school day is exceeded, ours being a 366-minute school day. Students may take seven Santa Teresa classes and extend their day by taking an adult education or community college course. Seniors may take a 4-period day, if concurrent with a college course, or a 5-period day, if on schedule to graduate.

Superintendent Joe Coto  
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