

Santa Teresa High School

2024-2025 School Accountability Report Card

(Published During the 2025-2026 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2025-26 School Contact Information

School Name	Santa Teresa High School
Street	6150 Snell Avenue
City, State, Zip	San Jose, CA 95363
Phone Number	408-347-6210
Principal	Truc Chau
Email Address	chaut@esuhsd.org
School Website	https://santateresahigh.esuhsd.org
Grade Span	
County-District-School (CDS) Code	43694274330023

2025-26 District Contact Information

District Name	East Side Union High School District
Phone Number	(408) 347-5000
Superintendent	Glenn Vander Zee
Email Address	vanderzeeg@esuhsd.org
District Website	www.esuhsd.org

2025-26 School Description and Mission Statement

It is the mission of Santa Teresa High School to provide a safe and caring learning environment where students achieve the academic, aesthetic, personal, and social development required to continue learning and pursuing post-secondary education, to compete in a changing job market, and to participate in a multicultural, democratic society. Santa Teresa High School models and practices the “BE A Saint” slogan. It describes the critical attributes of students, faculty, and staff and how we envision ourselves in the greater community. As Saints, we have Respect, have the Ability to achieve, and a Can-do attitude.

Santa Teresa High School is home to approximately 2200 amazing students who mature into fantastic young adults due to academic growth and personal achievement. With the assistance of almost 150 staff members, the students at Santa Teresa High School have various academic and extra-curricular opportunities that make an excellent high school experience. Santa Teresa High School offers 26 Advanced Placement courses (2-D/Art and Design, African-American Studies, Art History, Biology, Calculus AB, Calculus BC, Chemistry, Computer Science A, Computer Science Principles, Drawing, English Language and Composition, English Literature and Composition, Environmental Science, French Language and Culture, Human Geography, Macroeconomics, Physics 1, Physics 2, Precalculus, Spanish Language and Culture, Spanish Literature and Culture, Statistics, United States Government and Politics, United States History, and World History: Modern), a variety of World Languages (American Sign Language, French, Spanish, and Vietnamese), a variety of Performing Arts (Concert Band, Drama, Guitar, Jazz Ensemble, Marching Band, Musical Theater, Technical Theater, and Wind Ensemble), a variety of Visual Arts (Art, Crafts, Digital Photography, Drawing and Painting, and Multimedia) and two Career Technical Education pathways: Computer Science and Multimedia. In addition, Santa Teresa High School boasts an award-winning Leadership program, nearly three dozen different student clubs, an award-winning Model United Nations Club, an award-winning Marching Band, an award-winning Robotics program, and an award-winning Spirit program. For our students who need a little extra help, Santa Teresa High School offers advisory and tutorials during the week. In addition, a plethora of tutoring programs is available throughout the week. We also have two school social workers that oversee our Mental Health and Wellness Center. Athletically, Santa Teresa High School is one of the few schools with nearly all of the teams competing in the highest division and routinely competing in the various CCS tournaments.

Santa Teresa High School is a tremendously safe campus due to the vigilance of all students and staff and the support and involvement of our families. Drugs and weapons are not a part of the ST culture. Also, Santa Teresa High School is blessed

2025-26 School Description and Mission Statement

with tremendous parent and guardian support. Santa Teresa High School would not enjoy success without the continued support of the Santa Teresa Parent Teacher Association (ST PTO), the Santa Teresa Athletic Booster Club (STABC), the Santa Teresa Music and Arts Association (STMAA), and the Latino Parent Coalition (LPC).

Welcome to the home of the Saints!

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	507
Grade 10	542
Grade 11	546
Grade 12	539
Total Enrollment	2,134

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45.6
Male	52
Non-Binary	0.2
American Indian or Alaska Native	0.1
Asian	26.4
Black or African American	2.8
Filipino	3.5
Hispanic or Latino	39.6
Native Hawaiian or Pacific Islander	0.6
Two or More Races	6.6
White	18.3
English Learners	7
Foster Youth	0.1
Homeless	1.7
Migrant	0.2
Socioeconomically Disadvantaged	28.6
Students with Disabilities	10.9

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	84.3	90.06	943.6	82.39	234405.2	84
Intern Credential Holders Properly Assigned	0	0	35.4	3.1	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.2	1.33	79.5	6.95	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.3	1.47	25.6	2.24	11953.1	4.28
Unknown/Incomplete/NA	6.6	7.11	60.9	5.32	15831.9	5.67
Total Teaching Positions	93.6	100	1145.3	100	279044.8	100

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	82.6	85.03	923.6	82.88	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	22.8	2.05	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	6.7	6.9	91.5	8.21	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.1	2.24	22.9	2.06	11746.9	4.23
Unknown/Incomplete/NA	5.6	5.8	53.3	4.79	14303.8	5.15
Total Teaching Positions	97.2	100	1114.4	100	277698	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown/Incomplete/NA						
Total Teaching Positions						

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	1.00	1	
Misassignments	0.20	5.7	
Vacant Positions	0.00	0	
Total Teachers Without Credentials and Misassignments	1.20	6.7	

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	
Local Assignment Options	1.30	2.1	
Total Out-of-Field Teachers	1.30	2.1	

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	7.2	7.2
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Santa Teresa High School utilizes textbooks and instructional materials approved and adopted through our the Instructional Practices Committee (IPC) of the East Side Union High School District. These materials most directly support standards-based teaching aligned with common core teaching.

Year and month in which the data were collected

November 2024

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	English 1 –CommonLit, Inc. Grade 9, 2023 English 2 – CommonLit, Inc. Grade 10, 2023 English 3 – MyPerspectives: American Literature//Pearson, 2017 ERWC -- Expository Reading and Writing Course Student Reader 2021 AP Composition and Language-- The Norton Reader AP Composition and Literature--The Intro to Literature	0%
Mathematics	CCSS Math 1 – "Big Ideas Integrated Mathematics I," Big Ideas Learning, LLC 2016 CCSS Math 2 – "Big Ideas Integrated Mathematics II," Big Ideas Learning, LLC 2016 CCSS Math 3 – "Big Ideas Integrated Mathematics III," Big Ideas Learning, LLC 2016 Math Analysis – "Precalculus With Limits A Graphing Approach 8e" Cengage Learning 2020, 2015 AP Precalculus – "Precalculus With Limits A Graphing Approach 8e" Cengage Learning 2020, 2015 AP Calculus AB - "Calculus 11e" Cengage Learning 2018, 2014 AP Calculus BC - "Calculus 11e" Cengage Learning 2018, 2014 AP Statistics - The Practice of Statistics, Updated 6th ed: BFW; 2020 Exploring Computer Science - ECS: Exploring Computer Science; Joanna Goode, Gail Chapman 2016 AP Computer Science A - Online materials AP Computer Science Principles - Online materials Mathematical Reasoning with Connections - MRWC materials provided by CSU	0%
Science	NGSS Biology - The Living Earth -- CK-12 eTextbook NGSS Chemistry in Earth's System – CK-12 eTextbook NGSS Physics of the Universe - CK-12 eTextbook	0%

	Forensic Science - A Hands-on Introduction to Forensic Science 2014 Physiology- Welsh Hole's Essentials of Anatomy and Physiology 2021 2e with Lab Manual- McGraw Hill AP Biology- Biology for the AP Course - Morris et al, Bedford, Freeman, & Worth 2022 AP Chemistry- Tro: Chemistry A Molecular Approach - Bedford, Freeman, and Worth AP Physics 1 and 2- Physics AP- Cutnell and Johnson, Wiley 2012 AP Environmental Science- Environmental Science for the AP Course, A. Friedland & R. Relyea, 2023, Bedford, Freeman, and Worth Living Earth Essentials - CK-12 eTextbook Physical Science Essentials - CK-12 eTextbook Living Earth Essentials A, enCORE TeachTown - Science, 2023, TeachTown Physical Science Essentials A, enCORE TeachTown - Science, 2023, TeachTown	
History-Social Science	World History – "World History Interactive" SAVVAS 2022 US History – "United States History Interactive" SAVVAS 2022 American Government – "Government Alive! Power, Politics and You" TCI 2022 Economics – "Econ Alive! The Power to Choose" TCI 2022 AP World History - "The Earth and Its Peoples AP Edition" Cengage Learning 2022 AP US History - Brinkley, American History: Connecting with the Past, AP Edition, 16e ©2023 AP Government - "Harrison, American Democracy Now" McGraw Hill 2022 AP Macro/Micro Economics - "Economics (AP)" McGraw Hill 2025 AP Human Geography - AP Human Geography - "Human Geography for the AP Course " 2022 AP Psychology - "Psychology for AP" Worth 2024 World Geography - "Geography Alive!" TCI 2011 Different Mirror for Young People a History 2012 Thinking About Psychology BFW 2019 "The Real World An Introduction to Sociology" Norton 2022 "Street Law" McGraw Hill 2023 "Juvenile Justice" McGraw Hill 2023 World History Essentials - enCORE TeachTown - Social Science, 2023 - TeachTown US History Essentials - enCORE TeachTown - Social Science, 2023 - TeachTown Economics Essentials - enCORE TeachTown - Social Science, 2023 - TeachTown Government Essentials - enCORE TeachTown - Social Science 2023 - TeachTown	0%
Foreign Language	Textbooks and Instructional Materials in use are standards aligned and officially adopted	0%
Health	Textbooks and Instructional Materials in use are standards aligned and officially adopted	0%
Visual and Performing Arts	Textbooks and Instructional Materials in use are standards aligned and officially adopted	0%
Note: Cells with N/A values do not require data.		

School Facility Conditions and Planned Improvements

Santa Teresa High School, established in 1974, occupies a main campus originally constructed in 1967. The facilities are well-maintained and remain in good condition, providing a clean, safe, and functional environment for high-quality teaching and learning. All classrooms offer adequate space and are equipped for effective instruction. Each building also includes offices that teachers can use during their preparation periods. The campus grounds feature large open lawns, trees, and landscaped areas that contribute to a pleasant school environment. Athletic facilities are well maintained and support a full range of physical education and extracurricular activities. The football field, track, and stadium have been renovated with a waterless turf field, rubberized track, and new aluminum stands, along with a press box and ticket booth. The campus is well lit at night with under-eave and pole lighting to ensure safety.

Restrooms for students and most staff were renovated within the last ten years. These facilities have tiled floors and walls, and are kept clean and in good working order. Lighting throughout the campus is adequate for instruction, and the HVAC system provides appropriate heating, cooling, and ventilation. The fire alarm system has been upgraded with a new control panel. The campus theater underwent a full renovation and now serves as a high-quality performance and presentation venue. The school also has a strong technology infrastructure supporting 21st-century learning. A multi-purpose building, completed in 2010, features two modern classrooms equipped with SMART Boards and 21st-century instructional technology, along with a 5,000-square-foot presentation and testing space and additional restrooms for students and staff.

The 200 Building was modernized to include classrooms designed for 21st-century instruction, offering natural light, SMART Boards, tackable wall space, and shared iPad carts. The Counseling offices were relocated to a renovated section of the library, and new office spaces were created. The book room, previously housed in the 100 Building, was moved to the 200 Building and redesigned to accommodate tablets and e-readers in the future. In August 2015, stadium lights were installed to support evening athletic and band events. During the summer and fall of 2017, a new concession stand and restroom facility were added to the stadium. Additional hardscape and landscape improvements were completed in 2017–18, including converting unused areas at the Santa Teresa Boulevard entrance into a welcoming, well-lit plaza; replacing brick areas around the 500 Building with drought-tolerant plants; asphaltting the space north of the 600 Building; and enhancing the 600 Building's surroundings with new drought-tolerant landscaping. In the summer of 2019, a new track and football field were installed at the stadium, followed by a new soccer field completed in summer 2021. Most recently, a new building located between the gym and the 800 Building was constructed in 2022 and completed in spring 2025. This building houses four classrooms, one of which serves as the Robotics Club room.

Overall, Santa Teresa High School remains a highly suitable and well-maintained learning environment that continues to evolve to meet the needs of its students and community.

Year and month of the most recent FIT report

Sept. 2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			Several damaged or stained ceiling tiles.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			A faucet found not working in one of the restrooms and a drinking fountain found not working in the gym lobby.
Safety: Fire Safety, Hazardous Materials	X			Several classrooms found with daisy chained electrical cords.
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate			
Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	67	73	56	56	47	48
Mathematics (grades 3-8 and 11)	43	49	33	34	35	37

2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	548	512	93.43	6.57	73.44
Female	261	241	92.34	7.66	80.91
Male	285	269	94.39	5.61	66.54
American Indian or Alaska Native	--	--	--	--	--
Asian	179	176	98.32	1.68	89.20
Black or African American	14	13	92.86	7.14	53.85
Filipino	24	24	100.00	0.00	87.50
Hispanic or Latino	187	162	86.63	13.37	52.47
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	39	37	94.87	5.13	81.08
White	99	94	94.95	5.05	75.53
English Learners	37	32	86.49	13.51	18.75
Foster Youth	0	0	0	0	0
Homeless	12	12	100.00	0.00	41.67
Military	0	0	0	0	0
Socioeconomically Disadvantaged	222	200	90.09	9.91	63.00
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	59	46	77.97	22.03	19.57

2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	548	510	93.07	6.93	49.02
Female	261	242	92.72	7.28	49.17
Male	285	266	93.33	6.67	48.87
American Indian or Alaska Native	--	--	--	--	--
Asian	179	177	98.88	1.12	77.40
Black or African American	14	13	92.86	7.14	30.77
Filipino	24	24	100.00	0.00	54.17
Hispanic or Latino	187	159	85.03	14.97	20.75
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	39	37	94.87	5.13	43.24
White	99	94	94.95	5.05	45.74
English Learners	37	32	86.49	13.51	6.25
Foster Youth	0	0	0	0	0
Homeless	12	12	100.00	0.00	16.67
Military	0	0	0	0	0
Socioeconomically Disadvantaged	222	199	89.64	10.36	38.19
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	59	46	77.97	22.03	13.04

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	46.6	52.66	39.02	39.56	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	1072	1017	94.87	5.13	51.92
Female	511	477	93.35	6.65	55.14
Male	558	537	96.24	3.76	48.98
American Indian or Alaska Native	--	--	--	--	--
Asian	313	307	98.08	1.92	74.59
Black or African American	24	22	91.67	8.33	45.45
Filipino	46	46	100.00	0.00	71.74
Hispanic or Latino	404	368	91.09	8.91	29.08
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	76	74	97.37	2.63	54.05
White	199	190	95.48	4.52	53.16
English Learners	67	60	89.55	10.45	5.00
Foster Youth	--	--	--	--	--
Homeless	18	17	94.44	5.56	35.29
Military	0	0	0	0	0
Socioeconomically Disadvantaged	422	387	91.71	8.29	42.38
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	118	96	81.36	18.64	11.46

2024-25 Career Technical Education Programs

Santa Teresa High School offers a variety of Career Technical Education (CTE) programs that integrate core academic knowledge with technical and occupational skills, providing students with clear pathways to postsecondary education and careers.

The school offers two comprehensive pathways on campus:

CTE Computer Science Pathway – a four-year, Oracle Certified program that prepares students for careers in computer science, programming, and related technology fields.

CTE Multimedia Pathway – a four-year program that develops skills in digital design, video production, and multimedia communication. This program also serves as a magnet program within the district.

In addition, students may enroll in Silicon Valley Career Technical Education (SVCTE) courses, which offer a wide range of afternoon programs across multiple industry sectors to prepare students for future careers and workforce readiness. Santa Teresa also provides a Work Experience program, enabling students to earn credit while gaining valuable on-the-job experience and developing career readiness skills.

2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

2024-25 Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
Pupils Enrolled in Courses Required for UC/CSU Admission	
Graduates Who Completed All Courses Required for UC/CSU Admission	

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	94.5%	94.9%	96.1%	94.1%	94.5%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2025-26 Opportunities for Parental Involvement

Parent Community Involvement Specialist: Yen Napolitan (408) 347-6233
To ensure ongoing communication, Santa Teresa utilizes CANVAS, ParentSquare, and Infinite Campus to provide parents with immediate access to their students' grades, attendance, school programs, and activities as well as to facilitate parent

2025-26 Opportunities for Parental Involvement

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

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	2.7	1.5		15.2	12.3		8.2	8.9	
Graduation Rate	94.2	93.3		77.8	80.5		86.2	86.4	

2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students			
Female			
Male			
Non-Binary			
American Indian or Alaska Native			
Asian			
Black or African American			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
Two or More Races			
White			
English Learners			
Foster Youth			
Homeless			
Socioeconomically Disadvantaged			
Students Receiving Migrant Education Services			
Students with Disabilities			

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students				
Female				
Male				
Non-Binary				
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
Two or More Races				
White				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				
Students with Disabilities				

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
5.87%	1.88%		3.72%	2.82%		3.6%	3.28%	

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0%	0.04%		0.05%	0.05%		0.08%	0.07%	

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students		
Female		
Male		
Non-Binary		
American Indian or Alaska Native		
Asian		
Black or African American		
Filipino		
Hispanic or Latino		
Native Hawaiian or Pacific Islander		
Two or More Races		
White		
English Learners		
Foster Youth		
Homeless		
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services		
Students with Disabilities		

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

Santa Teresa High School maintains a detailed and comprehensive School Site Safety Plan that outlines the protocols, systems, and procedures to follow in the event of any emergency. The plan is developed annually by the Santa Teresa Safety Committee in coordination with the School Site Council (SSC) and the District Safety Committee, and it is presented to the East Side Union High School District Board of Trustees for review and adoption.

The Safety Plan identifies yearly safety goals collaboratively developed by students, staff, and parents. It includes procedures for a wide range of emergency responses such as lockdowns, evacuations, shelter-in-place, fire, and earthquake drills as well as communication protocols and post-incident support. The plan also addresses key schoolwide systems including behavior expectations, attendance and referral processes, dress code, tardy policy, the CARE Team process, and emergency drill procedures. All staff receive annual training on the School Safety Plan, and emergency protocols are reviewed throughout the year. Safety drills are scheduled and conducted regularly in accordance with district and state requirements. Each drill is followed by a debrief to identify areas of improvement, and outcomes are shared with staff to ensure continuous refinement of procedures. Safety alerts and updates are communicated to staff as needed throughout the year. The Santa Teresa campus is supervised by administration, advisors, and campus monitors to ensure a safe and orderly environment. The school also maintains strong partnerships with the City of San Jose, the San Jose Police Department, and local community agencies that provide safety and mental health support services.

Santa Teresa High School remains committed to maintaining a safe, inclusive, and welcoming environment where students can focus on academic and personal success.

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	27	16	71	3
Mathematics	26	16	50	6
Science	30	6	47	9
Social Science	28	14	44	17

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	26	19	69	4
Mathematics	28	14	49	6
Science	28	10	51	8
Social Science	28	12	50	12

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$12,874	\$3,403	\$9,471	\$118,113
District	N/A	N/A	\$10,454	\$116,804
Percent Difference - School Site and District	N/A	N/A	-9.9	6.2
State	N/A	N/A	\$11,146	\$113,595
Percent Difference - School Site and State	N/A	N/A	-12.8	11.5

Fiscal Year 2024-25 Types of Services Funded

Santa Teresa High School receives a small portion of LCAP funds, which help support the following positions: 1.0 Teacher on Special Assignment, 1.0 Attendance Clerk, 1.0 Support Services Technician, 3.0 FTE Counselors, 1.0 Counseling Technician, 2.0 FTE Social Workers, 0.9 FTE Parent and Community Involvement Specialist, 1.0 Student Advisor, 2.0 Campus Monitors, and 0.6 FTE ELD Teacher.

In addition, Title II funds are used to provide professional development that strengthens instructional practice and supports all students in achieving college and career readiness, with a particular focus on English Learners and students with disabilities.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$69,900	\$67,238
Mid-Range Teacher Salary	\$110,474	\$106,841
Highest Teacher Salary	\$141,638	\$136,881
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		\$167,233
Average Principal Salary (High)	\$181,735	\$193,950
Superintendent Salary	\$329,669	\$314,304
Percent of Budget for Teacher Salaries	30.96%	29.51%
Percent of Budget for Administrative Salaries	3.45%	4.87%

2024-25 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	
This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.	
Subject	Number of AP Courses Offered
Computer Science	
English	
Fine and Performing Arts	
Foreign Language	
Mathematics	
Science	
Social Science	
Total AP Courses Offered	
Where there are student course enrollments of at least one student.	

Professional Development

Professional development opportunities for staff members at Santa Teresa High School are comprehensive, ongoing, and aligned with state standards, district goals, and the school’s instructional priorities. The school maintains a coherent plan for professional learning that is data-driven and focused on improving teaching and learning outcomes. The East Side Union High School District provides two full professional development days for all certificated staff before the start of the school year. In addition, Santa Teresa and the District offer a variety of other professional learning opportunities throughout the year on a pull-out basis, as well as occasional full-day sessions on Saturdays or during school breaks, for which teachers are compensated. These opportunities include workshops, conferences, and collaborative sessions centered on instructional strategies, literacy, differentiation, and support for English Learners and students with disabilities.

At the school level, staff engage in regular collaboration through department and schoolwide meetings designed to align curriculum, share best practices, and strengthen instructional coherence. Teachers also participate in districtwide professional learning communities, coaching cycles, and content-specific sessions. New teachers receive additional support through induction programs and mentoring. Professional development activities are aligned with the California Standards for the Teaching Profession and focus on continuous improvement, instructional innovation, and student engagement.

Overall, Santa Teresa High School creates a professional culture in which teachers and staff have access to multiple avenues for growth, reflection, and collaboration aimed at improving student learning outcomes.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	33	53	