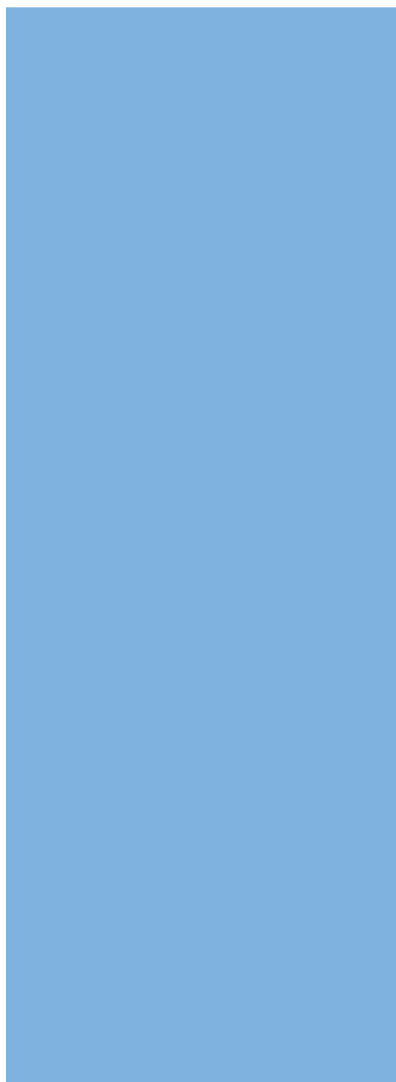# Los Gatos-Saratoga Union High School District

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SARC
2021-22

School Accountability
Report Card
Published in 2022-23

Saratoga High School

Grades 9-12
CDS Code 43-69534-4337762

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Principal's Message

Already a successful school by almost all measures, Saratoga High School (SHS) continues to emphasize growth in both academics and student wellness. With an eye to focus on inclusion, equity and empathy, students and staff work together to evaluate anti-racist practices and policies, analyze our curriculum to ensure multiple perspectives, and foster a culture of consent that teaches respect and appropriate behaviors.

Academically, the class of 2022 matriculated to four-year universities at a rate of 90%, taking with them a median SAT score of 1406 on the 1600-point scale). Last spring's AP test-takers passed their exams at a rate of 88%, signifying their palpable college readiness.

Like all schools in Santa Clara County, Saratoga High School announced the closure of the school facility on March 13, 2020 due to COVID-19. Shortly thereafter, the SHS teachers, staff and students transitioned to virtual instruction which lasted until a hybrid instructional model started in the spring of 2021. For spring 2020, summer 2020, fall 2020 and spring 2021, students had the option to be assessed with traditional A-F letter grades or credit/no-credit (CR/NC). CR/NC grades are not included in GPA calculations. All SAT/ACT testing in the area was canceled in the spring, summer and fall of 2020. All athletics and extracurricular activities were canceled in the spring and fall of 2020. Shortened athletic seasons resumed in the spring of 2021.

During the 2021-22 school year, most students returned to campus with mandated precautions (indoor masking, air circulation, etc.). A few students opted for independent study. For the 2022-23 school year, the district provided independent study is no longer an option. Students are back on campus with most no longer wearing a mask or worrying about social distancing.

The 900 wing finished construction in the fall of 2021 and this summer four of our buildings were reroofed, three buildings were outfitted with new HVAC systems, and our overhangs were treated and repainted. During the 2022-23 school year, the renovations of room SO1 are scheduled to be finished before the end of the Fall semester and our baseball facility will be converted to an all-weather surface by January 2023.

SHS has, among many other things, continued to expand its work in many curricular areas to include project-based learning, grown its commitment to service learning, and continues its drive to develop healthy ways for students to deal with the stress of growing up in the Silicon Valley. This aligns with the district's strategic plan for relevant and engaging learning experiences, a culture of collaboration and innovation, and promoting student wellness, balance and belonging. The SHS Single Plan for Student Achievement (SPSA) focuses on these areas while promoting the acquisition of developmental assets. Working together is what makes the difference for our students, staff and community.

School Profile

Saratoga High School is a high-performing public high school serving over 1,170 students and more than 100 staff members. While test scores and college admission rates are something to be proud of, SHS is more enthusiastic about the stimulating learning environment that promotes collaboration, academic inquiry, student support for healthy lifestyles and student service in the community.

SHS staff and students have taken collaboration to the level of sharing best practices, researching innovative learning programs, and continuing to grow social-emotional learning and student support services. In all departments, students have open access to curriculum with choices of College Prep, Honors, and Advanced Placement courses. The Media Arts Program (MAP) continues to demonstrate project based instructional practices by combining English, social studies and multimedia classes thematic learning environment. This grade 9-12 program is a showcase for Common Core State Standards education because of its strong academic content, multiliteracy focus and collaborative foundations. Teamwork is the strength of this program from its teachers to its students.

SHS is a high-ranking STEM (science, technology, engineering and mathematics) school. Current courses offered are Introduction to Engineering, Principles of Engineering and Digital Electronics. The capstone course, Engineering Design and Development, was added in 2016-17. Performing arts continue to be one of the strongest areas of achievement for SHS students. Close to 40% of our students perform on stage through theater arts, vocal ensembles and instrumental music. Many of our students recently performed in Central Europe during the summer of 2022.

Nearly 40% of SHS students participate in athletics at the highest level of California Interscholastic Federation (CIF) Central Coast Section (CCS) competition. Every varsity team has recently competed in the CCS playoffs bringing home titles or runners up in Boys and Girls Basketball, Boys and Girls Tennis, Boys Cross Country, Badminton, Boys Volleyball, and a number of individual medals in Wrestling and Boys and Girls Track and Field. Boys Volleyball claimed two NorCal Championships in 2016 and 2017, and one of our Boys Swimmers brought home two state swim titles. The Boys Golf Team finished in the top four in the state in 2019.

Student activities and more than 75 clubs and service organizations on campus make student involvement a high priority each year. SHS is dedicated to Service Learning to help students and staff develop community service opportunities for classes and individuals. SHS teams have fed the homeless, planted trees, cleaned beaches and parks, and made meals to stop hunger across the world and in the community. In addition to program strength, the diversity of the student and staff population creates a campus that acknowledges and works together to overcome global challenges.

The SHS family works together to celebrate student growth and to help each individual to be better than he or she could be alone. Our campus community strives to create a culture that celebrates diversity, inclusion, equity and belonging.

School Accountability Report Card

In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.

Strategic Vision Statement

Support all students to develop the skills, passions, confidence and resiliency to pursue the college and career pathways that are right for them.

Governing Board

Steve Chen

Dr. Misty Davies

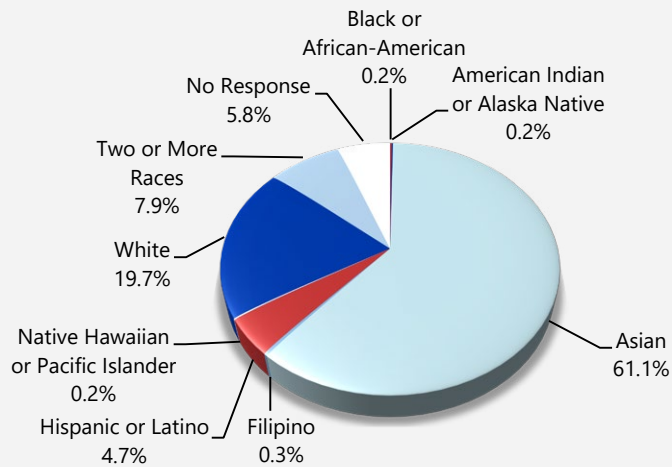Alex Schultz

Theresa Bond

Katherine Tseng

Enrollment by Student Group

The total enrollment at the school was 1,248 students for the 2021-22 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics | 2021-22 School Year

Black or African-American 0.2%
American Indian or Alaska Native 0.2%
No Response 5.8%
Two or More Races 7.9%
White 19.7%
Native Hawaiian or Pacific Islander 0.2%
Hispanic or Latino 4.7%
Filipino 0.3%
Asian 61.1%

Enrollment by Student Group

Demographics

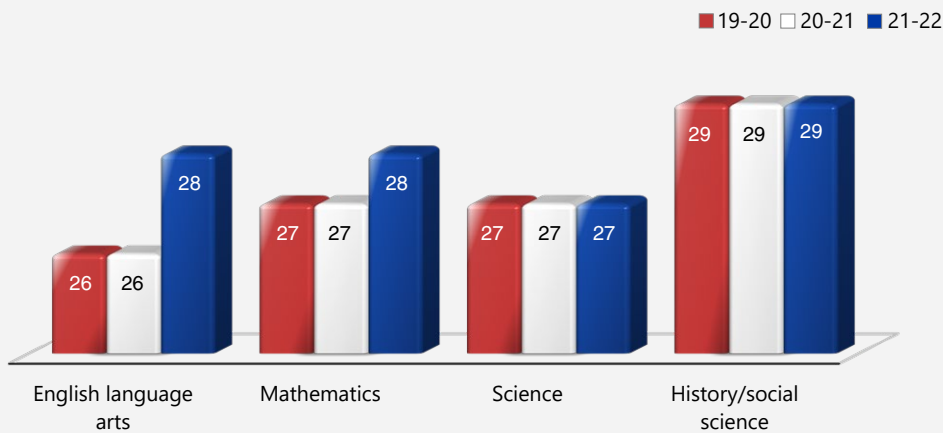| 2021-22 School Year	
Female	48.20%
Male	51.40%
Non-Binary	0.40%
English learners	1.40%
Foster youth	0.10%
Homeless	0.00%
Migrant	0.00%
Socioeconomically Disadvantaged	5.00%
Students with Disabilities	12.00%

Class Size Distribution

The bar graph displays the three-year data for average class size, and the table displays the three-year data for the number of classrooms by size. The number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size | Three-Year Data

Legend: ■ 19-20 □ 20-21 ■ 21-22

Subject	19-20	20-21	21-22
English language arts	26	26	28
Mathematics	27	27	28
Science	27	27	27
History/social science	29	29	29

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2021-22 school year.

2021-22 Enrollment by Grade

Grade	Enrollment
9	284
10	297
11	310
12	357

Number of Classrooms by Size | Three-Year Data

Subject	2019-20			2020-21			2021-22		
	Number of Students								
	1-22	23-32	33+	1-22	23-32	33+	1-22	21-32	33+
English language arts	6	43	1	6	43	1	8	33	6
Mathematics	10	40	7	10	40	7	3	29	7
Science	9	38	1	9	38	1	7	35	
History/social science	3	29	10	3	29	10	6	29	2
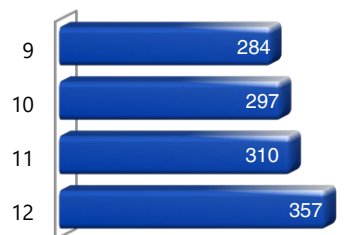
Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates collected between July through June, each full school year respectively.

Suspensions and Expulsions						Two-Year Data
	Saratoga HS		LGSUHSD		California	
	20-21	21-22	20-21	21-22	20-21	21-22
Suspension rates	0.2%	0.7%	0.1%	0.9%	0.2%	3.4%
Expulsion rates	0.0%	0.0%	0.0%	0.0%	3.2%	0.1%

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

This table shows the school, district, and state suspension and expulsion rates collected between July through February, partial school year due to the COVID-19 pandemic.

Suspensions and Expulsions			2019-20 School Year
	Saratoga HS	LGSUHSD	California
	19-20	19-20	19-20
Suspension rates	0.8%	0.7%	2.5%
Expulsion rates	0.0%	0.0%	0.1%

Note: The 2019–20 suspensions and expulsions rate data are not comparable to other year data because the 2019–20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–20 school year compared to other school years.

Suspensions and Expulsions by Student Group

Suspensions and Expulsions by Student Group		2021-22 School Year
Student Group	**Suspensions Rate**	**Expulsions Rate**
All Students	0.7%	0.0%
Female	0.0%	0.0%
Male	1.4%	0.0%
Non-Binary	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Asian	0.7%	0.0%
Black or African American	0.0%	0.0%
Filipino	0.0%	0.0%
Hispanic or Latino	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	1.0%	0.0%
White	1.2%	0.0%
English Learners	5.6%	0.0%
Foster Youth	0.0%	0.0%
Homeless	0.0%	0.0%
Socioeconomically Disadvantaged	2.9%	0.0%
Students Receiving Migrant Education Services	0.0%	0.0%
Students with Disabilities	1.2%	0.0%

School Safety

SHS staff monitors school grounds before the start of school and long after dismissal from classes each day. SHS is a closed campus, and all visitors must register in the main office for access to classrooms or other areas on campus.

Campus supervisors and administration meet students in the parking lot before school and after school on a daily basis. We monitor visitors on campus, and they must follow proper check-in procedures using our digital check in system. During the school day, campus supervisors, teachers and administration monitor the campus for student safety. An on-campus school resource officer (SRO) shared with the other community schools provides additional support, guidance, and resources to enhance student safety and collaborate regarding student discipline as appropriate.

Students involved in disciplinary action are referred to counseling, either informal via administrators, or more formal therapeutic counseling, depending on the needs of the student.

A school health clerk is on call during school hours to administer first aid to students, as well as maintain student medications for long-term conditions, such as diabetes, allergies and acute medications for specific ailments; all first-aid to students is documented.

During the school year we typically hold quarterly fire drills, annual earthquake and disaster drills, and yearly intruder lockdown and safety barricade inspection drills in coordination with local emergency services and the Santa Clara County Sheriff's Office.

The School Site Council reviews and approves the School Safety Plan yearly. SHS is a very safe school because of the preparation of our students and staff, and the dedication of our community and public servants in making our city safe.

Coordinated Services for Student Safety

For the 2021-22 school year, the District implemented a comprehensive Multi-Tiered System of Support (MTSS). MTSS is a framework designed to address behavioral and social-emotional learning in a fully integration system of support. The core system of support that spans all three tiers will be the opening of a Wellness Center. The mission of a Wellness center is to improve the health, well-being, and educational outcomes of high school students through the promotion of healthy lifestyles and the provision of coordinated, early intervention health, mental health, substance abuse and other support services at the school site.

California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The Fitnessgram is the designated PFT for students in California public schools put forth by the State Board of Education. Due to changes to the 2021–22 PFT administration, only participation results are required for the five fitness areas.

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. The table shows the percentage of students participating in each of the five fitness components for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf.

California Physical Fitness Test				2021-22 School Year
Percentage of Students Participating In Each Of The Five Fitness Components				
	Component 1:	**Component 2:**	**Component 3:**	**Component 4:**	**Component 5:**
Grade	**Aerobic Capacity**	**Abdominal Strength and Endurance**	**Trunk Extensor and Strength and Flexibility**	**Upper Body Strength and Endurance**	**Flexibility**
9	80.9%	89.6%	89.6%	90.0%	89.1%

Chronic Absenteeism by Student Group

Chronic Absenteeism by Student Group				2021-22 School Year
Student Group	**Cumulative Enrollment**	**Chronic Absenteeism Eligible Enrollment**	**Chronic Absenteeism Count**	**Chronic Absenteeism Rate**
All Students	1,264	1,255	95	7.60%
Female	605	602	40	6.60%
Male	655	649	54	8.30%
American Indian or Alaska Native	2	2	0	0.00%
Asian	769	766	43	5.60%
Black or African American	2	2	0	0.00%
Filipino	4	4	1	25.00%
Hispanic or Latino	62	59	13	22.00%
Native Hawaiian or Pacific Islander	3	3	0	0.00%
Two or More Races	101	101	6	5.90%
White	248	247	26	10.50%
English Learners	18	18	1	5.60%
Foster Youth	1	1	0	0.00%
Homeless	2	2	0	0.00%
Socioeconomically Disadvantaged	68	68	16	23.50%
Students Receiving Migrant Education Services	0	0	0	0.00%
Students with Disabilities	162	159	36	22.60%

School Safety

Continued from page 4

In addition to students having access to a licensed therapist on campus, all students will have access to a licensed therapist through a fully integrated and HIPPA certified technological platform that provides behavioral health therapy and emotional wellness support (Talkspace). Students utilizing Talkspace will have access to one live, 30-minute video season per month and unlimited messaging therapy (text/audio/video). There will also be an emphasis on improved education and outreach as it relates to Title IX, utilization of restorative practices and school wide lessons during Tutorial Advisory that will cover a range of topics from sexual harassment/assault prevention, bullying prevention, suicide prevention and equity initiatives.

The school safety plan was last reviewed, updated and discussed in February 2023.

Types of Services Funded

Based on student enrollment, Saratoga High School is allotted a little more than $149,000 annually in unrestricted, discretionary funds to provide for various educational departments and programs. In addition, our SHS Foundation and SHS PTSO continue to provide additional financial support via grants to our teachers and various programs. We also have parent and booster groups who fundraise on behalf of specific programs: Saratoga Theater Arts Boosters, MAP Boosters, MSET Robotics Boosters, Saratoga Music Booster, Sports Boosters and Speech and Debate.

Due to concerns regarding district funding, SHS did not receive the following restricted funds. Rather, as needed for staff professional development or CTE expenses, requests can be made at the district level for approval.

Title II: This federal funding source serves staff in professional development needs to attend conferences, seminars and trainings related to current instructional strategies, curriculum development and alignment, and school law.

Perkins Grant: This federal grant provides funding to expand and enhance career technical education.

SARC Reporting in the 2020–21 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

The CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

CAASPP Test Results in Science for All Students (grades 5, 8 and high school)

The table below shows the percent of students meeting or exceeding the State standard on the CAASPP – California Science Test (CAST) and the California Alternate Assessment for Science (CAA for Science) for grades 5, 8, and once in high school (i.e., grade 10, 11 or 12).

Percentage of Students Meeting or Exceeding State Standard					Two-Year Data	
	Saratoga HS		LGSUHSD		California	
Subject	20-21	21-22	20-21	21-22	20-21	21-22
Science	⚚	72.21%	⚚	64.79%	28.50%	29.47%

CAASPP Test Results in ELA and Mathematics for All Students

The table below shows the percent of students meeting or exceeding the State standards on the California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Summative Assessments and California Alternate Assessments (CAAs) for English language arts/literacy (ELA) and mathematics for grades 3-8 and 11.

Percentage of Students Meeting or Exceeding State Standard					Two-Year Data	
	Saratoga HS		LGSUHSD		California	
Subject	20-21	21-22	20-21	21-22	20-21	21-22
English language arts/literacy	✱	86%	✱	86%	✱	47%
Mathematics	✱	86%	✱	73%	✱	33%

⚚ This school and district did not test students using the CAASPP for Science.

✱ Data for 2020–21 are not comparable to other year data due to the COVID-19 pandemic during the 2020–21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020–21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020–21 school year to other school years.

Statewide Assessments

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).
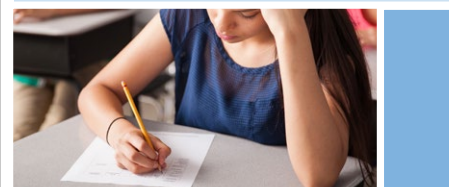
CAASPP by Student Group: Science, English Language Arts and Mathematics

The tables on the following pages display the percentage of students that met or exceeded state standards in science, English language arts/literacy and mathematics for the school by student groups.

The "percentage met or exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAA divided by the total number of students who participated in both assessments.

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 Test Results by Student Group: Science (high school)

Percentage of Students Meeting or Exceeding State Standards	2021-22 School Year

Science

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	636	529	83.18%	16.82%	72.21%
Female	310	251	80.97%	19.03%	70.92%
Male	323	275	85.14%	14.86%	73.45%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	401	330	82.29%	17.71%	79.70%
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	29	23	79.31%	20.69%	47.83%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	80	70	87.50%	12.50%	81.43%
White	124	104	83.87%	16.13%	47.12%
English Learners	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	48	45	93.75%	6.25%	62.22%
Socioeconomically disadvantaged	❖	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	62	47	75.81%	24.19%	38.30%

❖ Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.
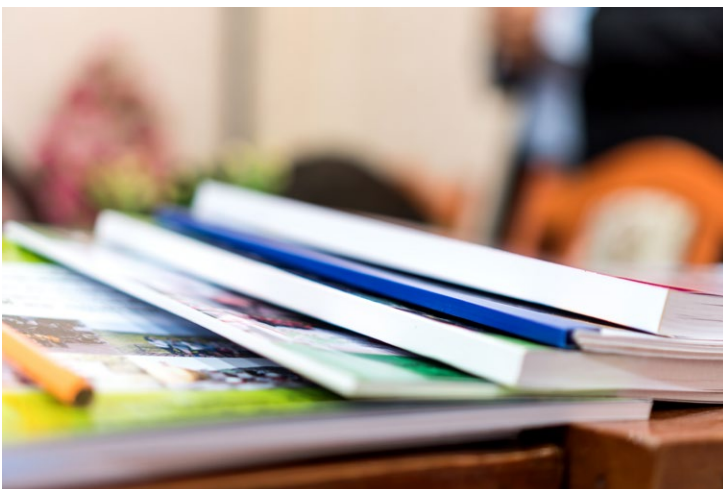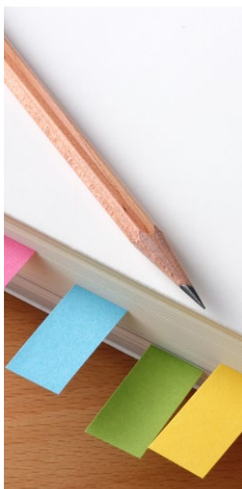
CAASPP Test Results by Student Group: English Language Arts (grade 11)

Percentage of Students Meeting or Exceeding State Standards	2021-22 School Year

English Language Arts

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	310	271	87.42%	12.58%	85.61%
Female	149	124	83.22%	16.78%	86.29%
Male	160	147	91.88%	8.12%	85.03%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	189	167	88.36%	11.64%	91.62%
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	16	11	68.75%	31.25%	54.55%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	46	40	86.96%	13.04%	87.50%
White	57	51	89.47%	10.53%	70.59%
English Learners	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	19	19	100.00%	0.00%	89.47%
Socioeconomically disadvantaged	❖	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	48	40	83.33%	16.67%	45.00%

❖ Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results by Student Group: Mathematics (grade 11)

Percentage of Students Meeting or Exceeding State Standards					2021-22 School Year

Mathematics

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	310	271	87.42%	12.58%	85.98%
Female	149	123	82.55%	17.45%	82.93%
Male	160	147	91.88%	8.12%	88.44%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	189	167	88.36%	11.64%	92.81%
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	16	11	68.75%	31.25%	72.73%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	46	41	89.13%	10.87%	80.49%
White	57	50	87.72%	12.28%	70.00%
English Learners	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	19	19	100.00%	0.00%	89.47%
Socioeconomically disadvantaged	❖	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	48	41	85.42%	14.58%	36.59%

❖ Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Graduation and Dropout Rates

This table displays the graduation and dropout rates for the most recent three-year period for which data is available. The four-year adjusted cohort graduation rate is the number of students who graduate in four years with a regular high school diploma divided by the number of students who form the adjusted cohort for the graduating class. From the beginning of grade 9 (or the earliest high school grade), students who are entering that grade for the first time form a cohort that is "adjusted" by adding any students who subsequently transfer into the cohort and subtracting any students who subsequently transfer out.

Graduation and Dropout Rates						Three-Year Data
	Graduation Rate			Dropout Rate		
	19-20	20-21	21-22	19-20	20-21	21-22
Saratoga HS	97.30%	97.00%	97.10%	1.10%	0.30%	0.60%
LGSUHSD	97.30%	96.80%	97.10%	1.60%	1.40%	1.90%
California	84.20%	83.60%	87.00%	8.90%	9.40%	7.80%

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

Graduation Rate by Student Group			2021-22 School Year
Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	341	331	97.10%
Female	163	161	98.80%
Male	176	168	95.50%
Non-Binary	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖
Asian	219	216	98.60%
Black or African American	❖	❖	❖
Filipino	❖	❖	❖
Hispanic or Latino	14	13	92.90%
Native Hawaiian or Pacific Islander	❖	❖	❖
Two or More Races	18	17	94.40%
White	73	69	94.50%
English Learners	❖	❖	❖
Foster Youth	❖	❖	❖
Homeless	❖	❖	❖
Socioeconomically Disadvantaged	15	13	86.70%
Students Receiving Migrant Education Services	❖	❖	❖
Students with Disabilities	33	25	75.80%

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.

❖ Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Advanced Placement Courses

The following is a list of Advanced Placement (AP) courses offered by subject at the school.

Advanced Placement Courses	
2021-22 School Year	
Percentage of total enrollment enrolled in AP courses	53.50%
Number of AP courses offered at the school	64
Number of AP Courses by Subject	
Computer science	5
English	13
Fine and performing arts	4
Foreign language	5
Mathematics	14
Science	15
Social science	8

Courses for University of California (UC) and/or California State University (CSU) Admission

The table displays two measures related to the school's courses that are required for University of California and California State University admission for the most recent year for which data is available. For more detailed information, visit http://dq.cde.ca.gov/dataquest. For general admissions requirements, please visit the UC Admissions Information web page at http://admission.universityofcalifornia.edu. For admission, application and fee information, see the CSU web page at www.calstate.edu/admission/admission.shtml.

UC/CSU Admission	
Saratoga HS	
2020-21 and 2021-22 School Years	
Percentage of students enrolled in courses required for UC/CSU admission in 2021-22	97.28%
Percentage of graduates who completed all courses required for UC/CSU admission in 2020-21	87.50%

Textbooks and Instructional Materials

Adoptions for new courses and for updating subjects are handled at the district level in collaboration with the site, as we have been directed to make sure the two high schools are aligned with new adoptions. There is an adoption process outlined by board policy which includes the initial request from teachers to their Department Chair who reaches out to the sister school and district. An administrator works with the district and teacher to order the textbooks. We confirm textbooks are state-approved and are not on our district-approved list. Coordination with our sister school is important to avoid duplication, save money and maintain awareness as some teachers teach at both sites.

Textbooks and Instructional Materials List		2022-23 School Year
Subject	**Textbook**	**Adopted**
Reading/language arts	English 9 Literature: *The Reader's Choice*, Glencoe/McGraw-Hill	2003
Reading/language arts	English 11 Literature: *The Reader's Choice*, Glencoe/McGraw-Hill	2007
Mathematics	*Algebra 1*, Houghton Mifflin Harcourt	2015
Mathematics	*Algebra 1: Concepts, Skills and Problem Solving*, Glencoe/McGraw Hill	2008
Mathematics	*Algebra 2*, Houghton Mifflin Harcourt Publishing	2015
Mathematics	*Geometry*, Volume I;Houghton Mifflin/Harcourt	2015
Mathematics	*Geometry*, Volume 2; Houghton Mifflin/Harcourt	2015
Mathematics	*Geometry: Concepts, Skills and Problem Solving*, Glencoe/McGraw Hill	2008
Mathematics	*The Practice of Statistics*, W.H. Freeman & Company/BFW	2015
Mathematics	*Calculus: Early Transcendentals*, Cengage	2006
Mathematics	*Statistical Reasoning in Sports*, W.H. Freeman & Co/BFW	2016
Mathematics	*Precalculus with Limits*, Cengage Learning	2019
Mathematics	*Precalculus: Mathematics for Calculus*, Brooks/Cole	2007
Mathematics	*Brief Calculus: An Applied Approach*, Brooks/Cole	2013
Mathematics	*Building Java Programs*, Pearson	2017
Science	*Chemistry*, Pearson Prentice Hall	2008
Science	Chemistry Honors: *Chemistry: Principles and Reactions*, Brooks/Cole	2004
Science	Chemistry AP: *Chemistry*, Brooks/Cole	2014
Science	*Biology*, Pearson Prentice Hall	2004
Science	Biology AP: *Campbell Biology in Focus*, Pearson	2014
Science	Environmental Science: *Environment: The Science Behind the Stories*, Pearson	2008
Science	Astronomy: *Astronomy Today*, Pearson Prentice Hall	2005
Science	Marine Biology: *Marine Biology*, McGraw-Hill	2000
Science	Physics AP: *Physics* (updated), Pearson	2009
Science	*Physics*, McGraw-Hill	1999
Science	Physics C Mech E MAP: *Fundamentals of Physics*, Houghton Mifflin Harcourt	2021

Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

Percentage of Students Lacking Materials by Subject	
2022-23 School Year	
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	0%
Health	0%
Science laboratory equipment	0%

Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks	
2022-23 School Year	
Criteria	**Yes/No**
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes

Currency of Textbooks

This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

Currency of Textbooks	
2022-23 School Year	
Data collection date	9/13/2022

Textbooks and Instructional Materials, *Continued from page 11*

Textbooks and Instructional Materials List		2022-23 School Year
Subject	**Textbook**	**Adopted**
Science	*Earth Science*, Pearson Prentice Hall	2015
Science	Anatomy and Physiology: *Introduction to the Human Body*; John Wiley & Sons, Inc.	2006
History/social science	*Geography*, Holt/McDougal Littell	2016
History/social science	*World History: The Modern World*, Pearson	2019
History/social science	*United States History: The Twentieth Century*, Pearson	2018
History/social science	*JA Economics*, Junior Achievement	2018
History/social science	*Economics*, Junior Achievement	2014
History/social science	*By the People* AP Edition, Pearson	2018
History/social science	AP European History: *A History of Western Society*, 9th Edition; Houghton Mifflin Company	2012
History/social science	AP Government: *Government in America: People, Politics, and Policy*, Pearson	2014
History/social science	*Psychology*, Worth Publishers	2007
History/social science	*Principles of Business*, Southwestern	2019
World Language	*Chinese Link*, Pearson Prentice Hall	2008
World Language	*Zhen Bang!* 1-2, Carnegie Learning	2021
World Language	*China Scene*, Cheng & Tsui	2006
World Language	*Chinese Language and Culture*, Huang/Chinese University Press	2007
World Language	*D'accord* 1-3, Vista Higher Learning	2012
World Language	*Allons au-dela*, Pearson	2011
World Language	*Tressors du Temps*, Glencoe/McGraw Hill	2007
World Language	*Senderso* 1-3; Vista Higher Learning	2011
World Language	*Temas*, Vista Higher Learning	2011
World Language	*Imagina*, Vista Higher Learning	2011
Visual and Performing Arts	*Tonal Harmony*, McGraw-Hill	2008
Visual and Performing Arts	*Gardener's Art Through the Ages*, Cengage Learners	2019

Career Technical Education Programs

Saratoga High School provides 15 sections of elective courses that have a connection to Career Technical Education. Through the Media Arts Program (MAP), electives in Media Arts 1, Media Arts 2 and Senior Media Arts Lab give students experience in careers related to media. Students will also work in multimedia journalism to prepare for careers behind or in front of the camera. All of these classes are linked to English and social studies curriculum with a focus on project-based learning and collaborative teamwork.

Project Lead the Way courses have grown in number and scope. Introduction to Engineering, Principles of Engineering and Digital Electronics have multiple sections, and the addition of Computer Programming and Web Development give students access to career paths in the tech industry. These classes have close connections with math and science programs. One of the mainstays is the volunteer network developed so that retired or current engineers spend time with students in each class to bring the real-world experience that students need. Sports medicine is an elective that gives students instruction and practical access to careers in fitness, health and nutrition, physical therapy and athletic training. Trained and certified students become tremendous assets to the numerous athletic teams throughout the year.

Career Technical Education Programs

Continued from left

We recently expanded our CTE coursework to include computer science classes through the Information Communication Technologies pathway and we are also pursuing the expansion of our CTE coursework in the drama and stagecraft programs.

Jamal Splane is the primary district contact for our CTE. However, the committee comprises representatives from all of the above industry sectors, teachers, parents, community members, and feeder and postsecondary schools.

Industries represented include:

- Engineering and Design Industry
- Arts, Media and Entertainment
- Information Communication Technologies

In addition, sophomores (16 years old), juniors and seniors who wish to specialize in a particular vocational elective may choose to attend Silicon Valley Career Technical Education (SVCTE) and take their three elective choices per semester in a one-block course (15 units at SVCTE). The basic purpose of each SVCTE program is to provide students with a saleable skill that will prepare them for employment after graduation.

Career Technical Education Participation

This table displays information about participation in the school's Career Technical Education (CTE) programs.

Career Technical Education Data	
Saratoga HS	
2021-22 Participation	
Number of pupils participating in a CTE program	367
Percentage of pupils who completed a CTE program and earned a high school diploma	100%
Percentage of CTE courses that are sequenced or articulated between a school and institutions of postsecondary education	0%

School Facility Good Repair Status

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor.

School Facility Good Repair Status	2022-23 School Year
Items Inspected	**Repair Status**
Systems: Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)	Good
Interior: Interior surfaces (floors, ceilings, walls and window casings)	Fair
Cleanliness: Pest/vermin control, overall cleanliness	Good
Electrical: Electrical systems	Poor
Restrooms/fountains: Restrooms, sinks and drinking fountains	Good
Safety: Fire safety, emergency systems, hazardous materials	Good
Structural: Structural condition, roofs	Good
External: Windows/doors/gates/fences, playgrounds/school grounds	Good
Overall summary of facility conditions	Good
Date of the most recent school site inspection	12/3/2022

Deficiencies and Repairs

The table lists the repairs required for all deficiencies found during the site inspection. Regardless of each item's repair status, all deficiencies are listed.

Deficiencies and Repairs		2022-23 School Year
Items Inspected	**Deficiencies and Action Taken or Planned**	**Date of Action**
Systems	(Reference OPSC Fit Inspect Tool Report Card dated 12/3/2022 for detail). Remediation of all deficient items noted.	2/28/2023
Interior	(Reference OPSC Fit Inspect Tool Report Card dated 12/3/2022 for detail). Remediation of all deficient items noted.	2/28/2023
Cleanliness	(Reference OPSC Fit Inspect Tool Report Card dated 12/3/2022 for detail). Remediation of all deficient items noted.	2/28/2023
Electrical	(Reference OPSC Fit Inspect Tool Report Card dated 12/3/2022 for detail). Remediation of all deficient items noted.	2/28/2023
Restrooms/fountains	(Reference OPSC Fit Inspect Tool Report Card dated 12/3/2022 for detail). Remediation of all deficient items noted.	2/28/2023
Safety	(Reference OPSC Fit Inspect Tool Report Card dated 12/3/2022 for detail). Remediation of all deficient items noted.	2/28/2023
Structural	(Reference OPSC Fit Inspect Tool Report Card dated 12/3/2022 for detail). Remediation of all deficient items noted.	2/28/2023
External	(Reference OPSC Fit Inspect Tool Report Card dated 12/3/2022 for detail). Remediation of all deficient items noted.	2/28/2023

School Facilities

Saratoga High School was built in 1959. Additional buildings were added in 1968, 2000, 2002, 2006, 2015, 2016 and 2019. There are 72 classrooms and four portables. There is a student center and wellness center in the same building in the center of campus. There is a large and small gym, a wrestling room, dance room and Olympic-size swimming pool. The library, built in 2002, includes two computer labs and a tutorial center. The McAfee Theater, built in 2006, seats up to 550 people. Upgrades to the track and football field were completed in 2014. In 2015, we installed three portables. In 2016, we installed a new multipurpose field and softball field with synthetic turf and lights. Upgrades to the cafeteria, drama center and staff lounge took place in summer of 2016. We completed the new music building in August 2017, and it has opened space on our campus for a Media Arts Program annex.

School Facilities

Continued from left

In 2021 the renovated 900 wing and tennis court resurfacing projects were completed. These additions are a part of our Measure E bond improvements that our community has supported since 2014.

The general condition of the school is good, and five evening custodians clean it on a daily basis. Repairs, inspections and preventative maintenance planning as well as teacher and staff requests for repairs are requested and responded to online through the Akitabox web interface. Work orders are prioritized by the maintenance staff, taking safety into consideration as a first priority. The site supervisor works with the maintenance department to prioritize work orders on a daily basis.

The maintenance crew employs continual inspections and implements a preventative maintenance plan that is followed on a month-by-month basis.

Items found to be not in "good repair" include some areas of rust, missing or damaged ceiling tiles, a missing light cover, some identified trip hazards in some common areas, and a number of light fixtures out. Items are being addressed as we move through the campus, completing Measure E modernizations and through deferred maintenance resources. We anticipate the completion of Measure E projects to result in "good repair" findings in all areas.

Parental Involvement

One of the hallmarks of Saratoga High School is its extensive parental involvement. The Parent Teacher Student Organization (PTSO) dedicates themselves to volunteering for the benefit of SHS students and staff. This past year, the Saratoga High School Foundation and PTSO banded together to provide over $250,000 in grants to the school for technology, field trips, guest speakers, grants and many other services to enhance learning for all students. When school is not closed due to a pandemic, the PTSO sponsors six staff lunches, two student lunches, final exam snacks, parent education, volunteer recognition, school forums and Grad Nite activities for graduating seniors. The SHS Foundation supports learning environments through advancing technology needs, supporting Social Emotional Learning and facility improvements. The foundation's desire to take on large projects such as funding our performing arts center and stadium projects have made SHS a showcase school.

Teacher Preparation and Placement

The teacher data displayed in this SARC is from the 2020-21 and the 2021-22 school years. This table displays the number and percent of teacher authorization/assignment as well as the total number and percent of teaching positions at the school, district, and state levels. For questions concerning the assignment of teachers outside their subject area of competence or the credential status of teachers, visit the California Commission on Teacher Credentialing website at https://www.ctc.ca.gov/.

Teacher Preparation and Placement					2020-21 School Year	
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)	56.5	86.2%	140.0	87.6%	228,366.1	83.1%
Intern Credential Holders Properly Assigned	0.0	0.0%	0.0	0.0%	4,205.9	1.5%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.9	4.6%	5.0	3.2%	11,216.7	4.1%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.0%	0.4	0.3%	12,115.8	4.4%
Unknown	6.0	9.3%	14.3	9.0%	18,854.3	6.9%
Total Teaching Positions	65.6	100.0%	159.8	100.0%	274,759.1	100.0%

Teacher Preparation and Placement					2021-22 School Year	
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)	56.4	88.6%	143.8	88.9%	234,405.2	84.0%
Intern Credential Holders Properly Assigned	0.0	0.0%	0.0	0.0%	4,853.0	1.7%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	6.5	10.2%	15.5	9.6%	12,001.5	4.3%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.7	1.2%	0.9	0.6%	11,953.1	4.3%
Unknown	0.0	0.0%	1.5	0.9%	15,831.9	5.7%
Total Teaching Positions	63.7	100.0%	161.8	100.0%	279,044.8	100.0%

Note: The data in these tables 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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For information on the CalSAAS, visit the CALPADS web page at https://www.cde.ca.gov/ds/sp/cl/calpadsupdflash201.asp.

For more information on the definitions listed above, refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

This table displays the number of authorization/assignments of teachers as well as the total number of teachers without credentials and misassignments at the school level. For questions concerning the permits, waivers, and misassignment of teachers, visit the California Commission on Teacher Credentialing website at https://www.ctc.ca.gov/.

Teachers Without Credentials and Misassignments	Two-Year Data	
Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.0	0.0
Misassignments	2.9	6.5
Vacant Positions	0.0	0.0
Total Teachers Without Credentials and Misassignments	2.9	6.5

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

This table displays the number of teachers and the total out-of-field teachers at the school level.

For more information on the definitions listed above, refer to the California Commission on Teacher Credentialing's Administrator's Assignment Manual at https://www.ctc.ca.gov/credentials/manuals.

Credentialed Teachers Assigned Out-of-Field	Two-Year Data	
Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.0	0.0
Local Assignment Options	0.0	0.7
Total Out-of-Field Teachers	0.0	0.7

Class Assignments

This table displays the number of teachers and the total out-of-field teachers at the school level.

Misassignment and vacant teacher position data should be available in the district's personnel office.

Class Assignments	Two-Year Data	
Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	4.2%	17.0%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	1.7%	2.6%

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For information on the CalSAAS, visit the CALPADS web page at https://www.cde.ca.gov/ds/sp/cl/calpadsupdflash201.asp.

For more information on the definitions listed above, refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

Parental Involvement

Continued from page 13

One of the hallmarks of Saratoga High School is its extensive parental involvement. The Parent Teacher Student Organization (PTSO) dedicates themselves to volunteering for the benefit of SHS students and staff. This past year, the Saratoga High School Foundation and PTSO banded together to provide over $250,000 in grants to the school for technology, field trips, guest speakers, grants and many other services to enhance learning for all students. When school is not closed due to a pandemic, the PTSO sponsors six staff lunches, two student lunches, final exam snacks, parent education, volunteer recognition, school forums and Grad Nite activities for graduating seniors. The SHS Foundation supports learning environments through advancing technology needs, supporting Social Emotional Learning and facility improvements. The foundation's desire to take on large projects such as funding our performing arts center and stadium projects have made SHS a showcase school.

Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Ratio of Pupils to Academic Counselors and School Support Staff Data	
2021-22 School Year	
	Ratio
Pupils to Academic counselors	305:1
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	7.5
Library media teacher (librarian)	0.0
Library media services staff (paraprofessional)	2.0
Psychologist	1.0
Social worker	0.0
Nurse	1.0
Speech/language/hearing specialist	1.5
Resource specialist (nonteaching)	12.0

Financial Data

The financial data displayed in this SARC is from the 2020-21 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at www.cde.ca.gov/ds/fd/ec. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits web page at www.cde.ca.gov/ds/fd/cs. To look up expenditures and salaries for a specific school district, see the Ed-Data website at www.ed-data.org.

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note: The district salary data does not include benefits.

Salary Data	2020-21 Fiscal Year	
	LGSUHSD	Similar Sized District
Beginning teacher salary	$67,755	$50,352
Midrange teacher salary	$103,780	$83,849
Highest teacher salary	$134,375	$103,007
Average high school principal salary	$195,338	$144,431
Superintendent salary	$260,000	$193,259
Teacher salaries: percentage of budget	31%	30%
Administrative salaries: percentage of budget	6%	6%

Expenditures Per Pupil

Supplemental/restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

Financial Data Comparison

This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison	2020-21 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Saratoga HS	$11,324	$92,802
LGSUHSD	$11,019	$94,422
California	$6,594	$84,932
School and district: percentage difference	+2.8%	-1.7%
School and California: percentage difference	+71.7%	+9.3%

Public 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 include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.

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.

School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
2020-21 Fiscal Year	
Total expenditures per pupil	$18,049
Expenditures per pupil from restricted sources	$6,725
Expenditures per pupil from unrestricted sources	$11,324
Annual average teacher salary	$92,802