Phoenix High School

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2015-16 School Accountability Report Card
Published During the 2016-17 School Year

East Side Union High School District

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School Description

Welcome to Phoenix High School! Phoenix High School is specifically designed to offer an alternative education experience to those students who have not been successful in other academic settings. Phoenix High School has a staff of four teachers, a secretary, and is supervised by Santa Teresa administrators who are all dedicated to meeting the needs of our students and to providing them with the opportunity to graduate on time through an intensive program utilizing core academic classes, independent studies, vocational training, and community college classes. Phoenix High School is accredited through the Western Association of Schools and Colleges (WASC).

All Phoenix students will RISE, becoming Responsible, Inquisitive, Socially Adept, and Educationally sound individuals.

About the SARC

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, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://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.

2015-16 Student Enrollment by Grade Level	
Grade Level	**Number of Students**
Grade 11	19
Grade 12	45
Total Enrollment	64

2015-16 Student Enrollment by Group	
Group	**Percent of Total Enrollment**
Black or African American	1.6
American Indian or Alaska Native	1.6
Asian	0
Filipino	1.6
Hispanic or Latino	76.6
Native Hawaiian or Pacific Islander	1.6
White	12.5
Two or More Races	4.7
Socioeconomically Disadvantaged	48.4
English Learners	20.3
Students with Disabilities	1.6
Foster Youth	0

A. Conditions of Learning

State Priority: Basic
The SARC provides the following information relevant to the Basic State Priority (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.

Teacher Credentials			
Phoenix High School	**14-15**	**15-16**	**16-17**
With Full Credential	4	4	4
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
East Side Union High School District	**14-15**	**15-16**	**16-17**
With Full Credential	♦	♦	1016.6
Without Full Credential	♦	♦	51.7
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Phoenix High School	**14-15**	**15-16**	**16-17**
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers

2015-16 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	**Taught by Highly Qualified Teachers**	**Not Taught by Highly Qualified Teachers**
This School	100.0	0.0
Districtwide		
All Schools	95.3	4.7
High-Poverty Schools	94.9	5.1
Low-Poverty Schools	96.2	3.8

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Textbooks and Instructional Materials Year and month in which data were collected: October 2016	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts	English 1 – "The Language of Literature" Grade 9 McDougal Littell 2002 English 2 – "The Language of Literature" Grade 10 McDougal Littell 2002 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Mathematics	CCSS Math 1 – "Big Ideas Integrated Mathematics I," Big Ideas Learning, LLC 2016 CCSS Math 2 – "California Integrated Mathematics 2," Houghton Mifflin Harcourt 2015 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Science	Integrated Science 1 – "Spectrum Physical Approach/Science/Explorations" Holt 2001, 03, 04 Biology – "Biology: Web of Life; "Biology" Holt 1998, 99, 04 CK- 12 Biology Flexbook 2016 update Chemistry – "Chemistry: Connections to our Changing World" Prentice-Hall 2000, 02 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
History-Social Science	World History – "Modern World History" McDougal-Littell 2003 US History – "The American Vision" Glencoe/McGraw Hill 2006 American Government – "Government Alive! Power, Politics and You" TCI 2014 Economics – "Econ Alive! The Power to Choose" TCI 2015 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Foreign Language	Textbooks and Instructional Materials in use are standards aligned and officially adopted **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Health	Textbooks and Instructional Materials in use are standards aligned and officially adopted **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Visual and Performing Arts	Textbooks and Instructional Materials in use are standards aligned and officially adopted **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Science Laboratory Equipment	Science labs are adequately equipped **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%

School Facility Conditions and Planned Improvements (Most Recent Year)
Overview
The District makes every effort to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the school office and at the district office.

Cleaning Process and Schedule
The district's Board of Trustees has adopted cleaning standards for all schools in the district. The Leadership Team works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floors systems.

Modernization Projects

Phoenix High School is located in four portable buildings and one classroom in the 800 building. During the 2015-2016 school year, there are plans to install a science portable with restrooms for the students and staff.

Despite its age, the school facilities are maintained in a good state of repair. The facilities are clean, safe, and adequate for providing a quality education for all students. All classrooms provide adequate space for teaching and learning. Lighting in all areas is adequate for instruction, and there is a suitable HVAC system in place. The fire alarm system has been refurbished with a new control panel. Phoenix has a good technology infrastructure.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: May 2016				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			No items noted
Interior: Interior Surfaces	X			No items noted
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation			X	Bld T3,T4 Portable Office (PHX) Bld T5-T7: There are ground squirrels that inhabited the area and enter underneath the buildings. Action/plan-Site to submit work order.
Electrical: Electrical	X			No items noted
Restrooms/Fountains: Restrooms, Sinks/ Fountains				No items noted
Safety: Fire Safety, Hazardous Materials	X			No items noted
Structural: Structural Damage, Roofs			X	Bld T3, T4, Portable Office (PHX) Bld T5 - T7 Portable CR (PHX): Some of the portables exterior walls are chipped or broken. Action/plan-Site to submit work order and M&O to schedule the work.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			No items noted
Overall Rating	**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, which 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and

- 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

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16

* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. 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.

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	31	9	59	61	44	48
Math	0	0	37	38	34	36

* Percentages are not calculated 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.

School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven					
Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	34	32	94.1	9.4
Male	11	24	22	91.7	9.1
Hispanic or Latino	11	28	27	96.4	7.4
Socioeconomically Disadvantaged	11	17	16	94.1	6.3

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 on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. 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.

School Year 2015-16 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven					
Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	34	33	97.1	
Male	11	24	23	95.8	
Hispanic or Latino	11	28	28	100.0	
Socioeconomically Disadvantaged	11	17	16	94.1	

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 on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. 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.

C. Engagement

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

Opportunities for Parental Involvement (School Year 2016-17)
At the time of the initial enrollment (orientation), a parent is required to attend a conference with the Associate Principal to discuss the expectations of all parties involved (parent, student and staff). The student's Personal Learning Plan is discussed with the student and parent to identify the specific needs that will have to be addressed in order for the student to reach his/her graduation goal, such as attending vocational training classes, night schools, and college classes. At the end of each six-week grading period, the homeroom teacher, student, and parent(s) hold a conference to discuss the student's academic progress and any other specific needs the student may have. Phoenix parents and guardians are encouraged to be a part of the School Site Council and to volunteer during many of the Phoenix events.

State Priority: School Climate
The SARC provides the following information relevant to the School Climate State Priority (Priority 6):
• Pupil suspension rates;
• Pupil expulsion rates; and
• Other local measures on the sense of safety.

School Safety Plan
Phoenix has a very detailed, comprehensive safety plan that outlines protocols, systems, and procedures in the event of any/all emergencies. This plan also contains the yearly safety goals as determined by the students, staff, and parents. The Safety Plan is developed in conjunction with the Santa Teresa Safety Committee and reviewed by the School Site Council and District Safety Committee before it is presented to the East Side Union High School District Board of Trustees for adoption. The Safety Plan and drill procedures are reviewed during the year with all staff. Safety alerts are shared with all staff as needed throughout the school year. In addition, all required drills are calendared and completed and the results are communicated to all staff. Phoenix's campus is supervised by administration, advisors, monitor, one on-campus San Jose Police Officer, and certificated staff during school day hours.

The Phoenix High School Site Safety Plan is in compliance with district polices that govern all school sites in developing, implementing a comprehensive, enforceable, and continuous living document that deals with Behavior policy, Rules and regulations, Dress code, Tardy, Attendance, Referral process, Multi-service team, Safety team and Protocols for safety/emergency drills.

We have partnerships with community agencies, City of San Jose, San Jose Police Department, and other Safety and Mental Health agencies and groups that offer support services.

Suspensions and Expulsions			
School	2013-14	2014-15	2015-16
Suspensions Rate	5.7	0.0	0.8
Expulsions Rate	0.0	0.0	0.0
District	2013-14	2014-15	2015-16
Suspensions Rate	4.5	3.5	3.8
Expulsions Rate	0.1	0.0	0.1
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2016-17 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		15
Percent of Schools Currently in Program Improvement		78.9

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0.2
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	0
Resource Specialist	0
Other	0
Average Number of Students per Staff Member	
Academic Counselor	75

* 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.

Average Class Size and Class Size Distribution (Secondary)											
	Average Class Size			Number of Classrooms*							
				1-22			23-32			33+		
Subject	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
English	21	21	19	3	4	6	1	1	2			
Mathematics	21	20	17	3	2	8	1	1				
Science	21	18	12	4	4	8		1				
Social Science	21	19	17	3	5	8	1					

* 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.

Professional Development provided for Teachers

Professional development opportunities for staff members are multifaceted and clearly and consistently linked to the state's standards, district goals, the school's core values, and occur during the school year and summer break. Our school has a coherent, comprehensive plan for professional development that is data driven and directly linked to teaching and learning. Not only do teachers and staff participate in staff development opportunities at the school, but they also take advantage of multiple professional development opportunities at the District and throughout the country. In addition, many teachers take professional growth classes at local colleges and universities and attend workshops offered by the Santa Clara County Office of Education. BTSA and new teacher orientation meetings support new instructors. The school has created and successfully implemented a collaboration model for professional development. School wide and departmental meetings are held regularly so that teachers can continue to work on professional development to support school-wide efforts to align curriculum with rigorous state content standards as well as to provide instructional support for literacy and differentiation to assure the achievement of all students.

To ensure a cycle of continuous improvement, professional development is personalized to address the needs of all subject-area teachers, staff, and administrators. Not only do professional development activities for teachers reflect a best practices approach, but they also align with the California Standards for the Teaching Profession. Teachers and staff participate in professional development that is aligned with their individual fields and district plans at multiple levels. At the school level, professional development is structured to have a generalized focus (e.g., higher order thinking, teaching, and learning, Common Core State Standards, etc.), and specific facets of the professional development program (e.g., specific instructional strategies) are personalized to address the specific content area dynamics and needs. The district also offers a multitude of professional development opportunities to broaden teachers' knowledge, enhance their classroom management skills, and augment their repertoire of best practices instructional strategies.

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$51,847	$46,184
Mid-Range Teacher Salary	$85,132	$75,179
Highest Teacher Salary	$105,058	$96,169
Average Principal Salary (ES)		
Average Principal Salary (MS)		$124,243
Average Principal Salary (HS)	$140,146	$137,939
Superintendent Salary	$251,562	$217,637
Percent of District Budget		
Teacher Salaries	36%	35%
Administrative Salaries	4%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	$6,808	$54	$6,754	$74,833
District	♦	♦	$6,960	$84,725
State	♦	♦	$5,677	$77,824
Percent Difference: School Site/District			-3.0	-7.5
Percent Difference: School Site/ State			26.3	-0.1

* Cells with ♦ do not require data.

Types of Services Funded

Phoenix High School runs two Supplemental Programs for its students. One program is a tutoring program for students needing extra help to pass the CAHSEE exam. Tutoring is offered in both Math and Language Arts and is conducted by teachers credentialed in those areas. The other program is an evening intervention program for those students that need additional help in their Core classes.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Phoenix High School	**2011-12**	**2013-14**	**2014-15**
Dropout Rate	13.50	12.00	11.70
Graduation Rate	81.95	82.86	83.03
East Side Union High School District	**2011-12**	**2013-14**	**2014-15**
Dropout Rate	13.50	12.00	11.70
Graduation Rate	81.95	82.86	83.03
California	**2011-12**	**2013-14**	**2014-15**
Dropout Rate	11.40	11.50	10.70
Graduation Rate	80.44	80.95	82.27

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	21
% of pupils completing a CTE program and earning a high school diploma	100%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0%

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2015-16 Students Enrolled in Courses Required for UC/CSU Admission	100
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	0

* Where there are student course enrollments.

2015-16 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		♦
English		♦
Fine and Performing Arts		♦
Foreign Language		♦
Mathematics		♦
Science		♦
Social Science		♦
All courses		

Completion of High School Graduation Requirements			
Group	Graduating Class of 2015		
	School	**District**	**State**
All Students	45	83	86
Black or African American	0	78	78
American Indian or Alaska Native	0	67	78
Asian	50	94	93
Filipino	0	92	93
Hispanic or Latino	47	74	83
Native Hawaiian/Pacific Islander	0	79	85
White	60	90	91
Two or More Races	50	91	89
Socioeconomically Disadvantaged	0	66	66
English Learners	43	55	54
Students with Disabilities	52	78	78

Career Technical Education Programs

Phoenix High School offers the following Career Technical Education Programs. These programs integrate core academic knowledge with technical and occupational knowledge to provide students with a pathway to postsecondary education and careers.

Silicon Valley CTE (SVCTE)
- Variety of afternoon courses that prepare high school students for future careers and workforce.

Work Experience

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at http://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).

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.