

School Accountability Report Card Reported for School Year 2002-2003

Published During 2003-2004

Notes regarding the source and currency of data:

Data included in this School Accountability Report Card (SARC) are consistent with State Board of Education guidelines, which are available at the California Department of Education Web site at <http://www.cde.ca.gov/ope/sarc/data.htm>. Most data presented in this report were collected from the 2002-03 school year or from the two preceding years (2000-01 and 2001-02). Due to the certification timelines for graduation, dropout, and fiscal information, the data for these sections of the report were collected in 2001-02. A glossary of terms is available at <http://www.cde.ca.gov/demographics/glossary>.

School Information		District Information	
School Name	Foothill High (Cont.)	District Name	East Side Union High
Principal	David Delgado	Superintendent	Esperanza Zendejas, Ed.D.
Street	230 Pala Ave.	Street	830 N. Capitol Ave.
City, State, Zip	San Jose, CA 95127-1862	City, State, Zip	San Jose, CA 95133-1316
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School Description and Mission Statement

Unlike most continuation school sites in the state, Foothill's campus was intended to be a small flexible and supportive continuation site from the very beginning. It is an alternative setting for students experiencing difficulty in the traditional school. Small class size of 20 students to each teacher and team teaching strategies, used regularly and well, promote individualized attention. During the 2002-2003 school year, 523 students attended Foothill. New students enter Foothill through a two-week "orientation" class that provides; academic and personal assessments for students; staff meeting with parents; development of specific " Student Learning Plan"; recommendations for specific program placement at Foothill. Foothill has a modified block schedule setting. It includes a unique structure that incorporates separate programs. The student population is a diverse and represents urban middle class and low socio-economic families.

Foothill High School staff serve a special mission for the district: they accept those who have not accepted school; they involve those who would not or could not be involved with school; and they educate those who are most often thought of as the uneducable. They do this with creativity and compassion mixed with high expectations for long-term success!

Opportunities for Parental Involvement

Contact Person Name	Dave Delgado	Contact Person Phone Number	408.928.9110
Parents attend an initial orientation meeting and must sign an enrollment agreement containing the dress code and disciplinary policy agreements. Parents are also required to attend workshops during the academic school year and attend parent-student-teacher conferences. Parents learn about the school and meet teachers during Back to School nights. The staff provides and expects students and families to use the school and County services available to change negative school and family patterns into patterns			

of success and positive growth.

I. Demographic Information

Student Enrollment, by Grade Level

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

Grade Level	Enrollment
Grade 9	9
Grade 10	60
Grade 11	168
Grade 12	285
Ungraded Secondary	2
Total Enrollment	524

Student Enrollment, by Ethnic Group

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

Racial/Ethnic Category	Number of Students	Percent of Students	Racial/Ethnic Category	Number of Students	Percent of Students
African-American	27	5.2	Hispanic or Latino	335	63.9
American Indian or Alaska Native	1	0.2	Pacific Islander	11	2.1
Asian	66	12.6	White (Not Hispanic)	57	10.9
Filipino	27	5.2	Multiple or No Response	0	0.0

II. School Safety and Climate for Learning

School Safety Plan

Date of Last Review/Update	6/01/03	Date Last Discussed with Staff	6/01/03
<p>The East Side Union High School District believes that providing a safe learning environment is critical to student success. The following actions have been taken to create safe schools.</p> <ul style="list-style-type: none">• Creation of an Office of Safety to coordinate the district's multi-disciplinary team and supervise police on campus• Development of District and School Safety Plans containing emergency directories, action plans, responsibilities, duties and procedures for all kinds of emergencies.• Enforcement of closed campus at all schools. Students are not allowed to leave without permission and parking gates are locked during the day.• Development of Safe School Campus Initiative that includes members from the San Jose Police Department, Parks, Recreation and Neighborhood Service, Probation, all Associate Principals for Administration and the District's Office of Safety. This team is prepared to mobilize in the event of a critical incident or crisis.• Placement of off-duty San Jose police officers on each campus during the school day for added protection.• Posting of unacceptable behaviors and consequences of those behaviors at each school and in the student handbooks.• Requirement of all staff and students to wear identification badges.• Establishment of Healthy Start/Student Support Services on campuses to provide support services to			

students and their families.

- Implementation of Student Attendance Review Board (SARB) to deal with truant students.
- Implementation of earthquake, fire, and lock-down drills at each school.
- Development and implementation of a model critical response training program for all schools.

School Programs and Practices that Promote a Positive Learning Environment

Placement for the morning programs at Foothill includes two programs designed to meet the particular needs of students. They are: 1) the "Extended Core" program is for those students with fewest credits, poorest attendance, most behavioral issues, and least motivation. The Extended Core includes four teachers working in related groupings throughout the day, fully responsible for those 80+ students. This four period-a-day program allows the student to earn four classes of credit per semester (20 credits). 2) The "Transition" program is for students with greater motivation, credits, and attendance. The Transition program includes eight teachers with each student enrolled in four classes, which meet specific graduation requirements in English, math, science, or social studies. The four-period-a-day program allows the student to earn four classes of credit per semester (20 credits). These 60+ students are expected to earn additional credits towards a timely graduation through one or more of the following programs: completion of course agreements (contracts), completion of their two Family Learning Center Early Childhood Development classes, enrollment and completion of a CCOC vocational training class, enrollment and completion of Adult Ed concurrent enrollment classes on campus, enrollment and completion of community college courses, enrollment and completion of Work Experience course(s).

The Family Learning Center is a program for pregnant and parenting teens that allows them to continue their education in a supportive, caring environment with childcare and six-period day.

The General Education Diploma program is designed for students who have left the comprehensive site to complete a series of competency exams for a general education certificate.

New Directions includes special education students who have had difficulty adjusting in the traditional high school special day classes. This program allows them an opportunity to complete their education in a smaller environment.

Independent Study is an option designed for students who are referred from traditional high schools with special academic, social, and behavioral difficulties.

The Accel program offers a unique option to students who are academically capable and motivated. It assists students in completing high school while beginning their college careers. Selected juniors and seniors take core subjects from high school teachers and a minimum of three classes of their choice from Evergreen Valley College. Accel students develop successful traits for college and learn to integrate work, community and academics.

The 21st Century Truancy Recovery is a truancy program for students who have been out of school for at least 45 days. The class size is small. The focus is on redeveloping successful school behaviors and an eventual transition back to the traditional high school or a more demanding alternative school placement. This is a one-year program.

Suspensions and Expulsions

Data reported are the number of suspensions and expulsions (i.e., the total number of incidents that result in a suspension or expulsion). The rate of suspensions and expulsions is the total number of incidents divided by the school's total enrollment as reported by CBEDS for the given year. In unified school districts, a comparison between a particular type of school (elementary, middle, high) and the district average may be misleading. Schools have the option of comparing their data with the district-wide average for the same type of school.

	School			District		
	2001	2002	2003	2001	2002	2003

Number of Suspensions			60	2549	2101	2414
Rate of Suspensions			11%	10%	9%	10.3%
Number of Expulsions	6	5	5	74	32	47
Rate of Expulsions	1%	.9%	1%	.3%	.1%	.2%

School Facilities

The East Side Union High School District takes great pride in its school facilities, many of which were built during the 1950's to 1970's. The voters approved bonds in 1991 for \$ 10 million, in 1999 for \$80 million, and in 2001 for \$300 million to renovate and upgrade existing schools and to build Evergreen Valley High School, the first high school to be built in 25 years. The bond funds have been augmented with local developer fees and state modernization fund to maximize resources.

Standards for creating, modernizing and maintaining school facilities have been established by a District Bond Oversight Committee. The standards define floor coverings, wall surfaces, marker boards, doors, window coverings, light fixtures and switches, power upgrades, communications systems, data and video management systems, as well as intrusion alarms. Standards include compliance with the Americans with Disabilities Act.

There is a District Master Plan for Facilities Improvements. It incorporates each school's site plan. The schools organized teams to develop their individual plans, All schools have modernization projects underway. Key priorities continue to be safety placements and remodeling classrooms.

III. Academic Data

Standardized Testing and Reporting (STAR)

Through the California Standardized Testing and Reporting (STAR) Program, students in grades 2-11 are tested annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) in English-language arts and mathematics in grades 2-11, science and history/social science in grades 9-11, and a norm-referenced test, which tests reading, language, and mathematics in grades 2-11, spelling in grades 2-8, and science in grades 9-11.

California Standards Tests (CST)

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. Detailed information regarding results for each grade and proficiency level can be found at the California Department of Education Web site at <http://star.cde.ca.gov> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

CST - Subgroups

Data reported are the percent of students achieving at the proficient or advanced level (meeting or exceeding the state standard) and percent not tested. For mathematics, science, and history/social science, data regarding the percent not tested, by grade level and subgroup, are available at <http://star.cde.ca.gov/>.

Performance Level	Male	Female	English Learners	Socioeconomically Disadvantaged		Students With Disabilities		Migrant Education Services
				Yes	No	Yes	No	
English Language Arts								
Proficient or Advanced	9	10	0	0	12	5	11	
Not Tested	9	5	13	12	6	8	7	
Mathematics								
Proficient or Advanced	10	7	0		8		8	
Not Tested	---	---	---	---	---	---	---	---
Science								
Proficient or Advanced	27	0			11		10	
Not Tested	---	---	---	---	---	---	---	---
History/Social Science								
Proficient or Advanced	9	4	0	0	7	0	7	
Not Tested	---	---	---	---	---	---	---	---

Norm-Referenced Test (NRT)

Reading and mathematics results from the Norm-Referenced Test (NRT), adopted by the State Board of Education (this was the Stanford 9 test up until 2003, but was changed to the California Achievement Test, Sixth Edition for 2003), are reported for each grade level as the percent of tested students scoring at or above the 50th percentile (the national average). School results are compared to results at the district and state levels. Detailed information regarding results for each grade level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

NRT - All Students

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

Subject	School			District			State		
	2001	2002	2003	2001	2002	2003	2001	2002	2003
Reading	12	12	15	29	31	46	44	45	43
Mathematics	15	15	17	50	53	51	53	55	50

NRT - Racial/Ethnic Groups

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

Subject	African-American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
Reading			33	27	8		37
Mathematics	17		42	46	10		29

NRT - Subgroups

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

Subject	Male	Female	English Learners	Socioeconomically Disadvantaged		Students With Disabilities		Migrant Education Services
				Yes	No	Yes	No	
				Reading	15	14	0	
Mathematics	21	14	3	7	18	7	18	

Local Assessment

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

Grade Level	Reading NWEA			Mathematics NWEA		
	2001	2002	2003	2001	2002	2003
9						
10			36%			30%
11			17%			25%
12						33%

Guidelines for ASAM

California's Alternative Accountability System has been developed following the mandate of the Public Schools Accountability Act, Chapter 3, Statutes of 1999 [Article 2, section 52052 (g)] which required that by....July 1, 2000, the State Superintendent of Public Instruction, with the approval of the State Board of Education, shall develop an alternative accountability system for schools with fewer than 100 pupils, and for schools under the jurisdiction of a county board of education or a county superintendent of schools, community day schools, and alternative schools, including continuation high schools and independent study schools.

In July 2000, the State Board of Education (SBE) approved the framework for the Alternative Accountability System developed by the Alternative Accountability Subcommittee of the Superintendent's Advisory Committee for the Public Schools Accountability Act (PSAA).

For the purposes of the Alternative Accountability System, *alternative schools* are defined as schools that serve a majority of students who are (1) at high risk for behavioral or educational failure, (2) expelled or under disciplinary sanctions, (3) wards of the court, (4) pregnant and/or parenting, or (5) recovered drop outs. Students within these schools typically have a short tenure in school and in educational programs. Schools serving them must meet the challenge of addressing a wide range of personal and social issues that interfere with their abilities to reach grade-level standards.

The most significant feature of the Alternative Schools Accountability Model (ASAM) is the development of school-level performance measures that include a variety of indicators in addition to those measured by the STAR (CAT 6 and Standards Test). Three additional indicators are reported, Indicator 6: Attendance, Indicator 13B: Credit Completion and Indicator 14: High School Graduation.

Foothill Alternative School Indicators

Total unduplicated count	796
Total number of long-term students enrolled during school year 2002-2003	464
Total number of apportionment days claimed for students enrolled 2002-2003	57148
Total days of enrollment for all students enrolled 2002-2003	72697
Attendance Rate	78.61
Total number of high school credits earned by long-term students while enrolled	6512
2002-2003 Average Credits Completion Rate	14
2002-2003 Average Credits Completion Rate B	2
Number of credits required for graduation at this school	200

IV. School Completion (Secondary Schools)

California High School Exit Exam (CAHSEE)

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

These data are not required to be reported until 2006 when they can be reported for the entire potential graduating class. When implemented, the data will be disaggregated by special education status, English language learners, socioeconomic status, gender, and ethnic group.

Dropout Rate and Graduation Rate

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

	School			District			State		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
Enrollment (9-12)	510	509	541	24577	24282	23664	1703492	1735576	1772417
Number of Dropouts	54	51	83	840	601	438	47282	47899	48454
Dropout Rate (1-year)	10.6	10.0	15.3	3.4	2.5	1.9	2.8	2.8	2.7
Graduation Rate	38.9	45.7	49.0	82.5	82.6	83.8	85.9	86.7	86.9

V. Class Size

Average Class Size and Class Size Distribution

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

At Foothill, the average class size is 20 students.

Average Teaching Load and Teaching Load Distribution

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

Subject	2001				2002				2003			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English					21.06	24	11		19.09	32	1	
Mathematics	16.75	3	1		18.83	5	1		18.67	6		
Science					19.60	4	1		18.50	4		
Social Science					21.71	9	5		18.08	11	2	

VI. Teacher and Staff Information

Teacher Credentials

Data reported are the number of teachers (full-time and part-time). Each teacher is counted as '1'. If a teacher works at two schools, he/she is only counted at one school. Data are not available for teachers with a full credential and teaching outside his/her subject area.

	2001	2002	2003
Total Teachers	28	21	31
Teachers with Full Credential (full credential and teaching in subject area)	19	16	21
Teachers Teaching Outside Subject Area (full credential but teaching outside subject area)			
Teachers with Emergency Credential (includes District Internship, University Internship, Pre-Interns, and Emergency Permits)	14	13	15
Teachers with Waivers (does not have credential and does not qualify for an Emergency Permit)			

Highly Qualified Teachers

The No Child Left Behind Act (NCLB) requires local educational agencies (LEAs) to report specific data regarding highly qualified teachers. As of December of 2003, the State Board of Education (SBE) had not approved a definition for use in reporting data pertaining to highly qualified teachers. Therefore, the requirement that LEAs include these data will not apply to reports published during the 2003-04 school year.

The State Board of Education is scheduled to approve a definition for "highly qualified teacher" in 2004. Once approved, LEAs will be required to use the definition to provide data on report cards published during the 2004-05 school year.

Professional Qualifications of Teachers

Teachers run a variety of special programs including:

- Student Leadership and Activities
- Algebra and Geometry Tutoring Projects
- Community Outreach
- 21st Century Science through Robotics
- Home room: Advisor/advisee
- Anger Management
- Junior Achievement: Project Success

- Stanford Tobacco Intervention Project
- 21st Century Technology through Video and PowerPoint Presentations by students
- Award Assemblies and Student Luncheons
- Accelerated Reader

Teacher Evaluations

All teachers and staff are evaluated regularly. Teachers are observed and assisted by administrators and coaches who are trained to help teachers improve instruction. First year teachers are evaluated twice during the year, probationary teachers at least once and tenured teachers at least once every two years. The overall purpose of the class visits and evaluator is to reinforce good teaching and to assist those teachers who may need improvement.

Substitute Teachers

The East Side Union High School District has developed a large pool of qualified substitute teachers. When teachers are absent for illness or personal emergencies or need to participate in special professional training activities, substitute teachers are sent to cover classes.

However, to maintain the quality of the instructional program, every effort is made to minimize teacher absences.

Counselors and Other Support Staff

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equals one FTE.

Title	FTE
Counselor	2
Librarian	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1
Other	

Academic Counselors

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

Number of Academic Counselors (FTE)	Ratio of Students Per Academic Counselor
2	270.50

VII. Curriculum and Instruction

School Instruction and Leadership

Each school year, the site administrator establishes a site-based decision making team. The purview of this team includes, but is not limited to, modifications, changes, alterations, or termination of local school practices and procedures. The committee is solely responsible for its internal organization and procedures. In the alternative schools this committee is made up of the administrator, teachers and support personnel.

Professional Development

Teachers learned about material intended for students that had difficulties in passing the High School Exit Exam.

Quality and Currency of Textbooks and Other Instructional Materials

All students are provided with textbooks for core courses that require them. On the average, a new textbook costs between \$55.00 and \$60.00. Students who take five required courses may have as many as 5 texts with a total value in excess of \$275.00.

Textbook losses continue to be a serious district problem that students, parents and teachers must address every year.

Computers (with internet access) are available for student use in classrooms.

Instructional Minutes

The California *Education Code* establishes the required number of instructional minutes per year for each grade. Data reported compares the number of instructional minutes offered at the school level to the state requirement for each grade.

Grade Level	Instructional Minutes	
	Offered	State Requirement
9	32,400	32,400
10	32,400	32,400
11	32,400	32,400
12	32,400	32,400

Continuation School Instructional Days

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

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

IX. Fiscal and Expenditure Data

Average Salaries (Fiscal Year 2001-2002)

Data reported are the district average salary for teachers, principals, and superintendents, compared to the state average salaries for districts of the same type and size, as defined by *Education Code* Section 41409. The district average principal salary is shown separately for elementary, middle, and high schools, but the state average principal salary is combined.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	40336	36493
Mid-Range Teacher Salary	63749	59875
Highest Teacher Salary	81733	73992
Average Principal Salary (High)	116652	88392
Superintendent Salary	216285	149543
Percent of Budget for Teacher Salaries	38.52	38.56
Percent of Budget for Administrative Salaries	5.21	5.48

Expenditures (Fiscal Year 2001-2002)

Data reported are total dollars expended in the district, and the dollars expended per student at the district compared to the state average. Detailed information regarding expenditures may be found at the California Department of Education Web site at <http://www.cde.ca.gov/fiscal/financial/>.

District	District	State Average For Districts In Same Category	State Average All Districts
Total Dollars	Dollars per Student (ADA)	Dollars per Student (ADA)	Dollars per Student (ADA)
\$176840149	\$7524	\$6969	\$6719

Types of Services Funded

In 2001-02 the East Side Union High School District received \$200 million. When costs for direct instruction, transportation, salaries, fringe benefits, food services and facilities maintenance are considered, the district expended \$8,375 per student.

A variety of integrated instructional programs have been developed within the East Side Union High School District. Through these programs, students can obtain technical training to prepare them to enter the work force or further their education. Included are Integrated Career Programs (ICP's); Tech Prep Work Experience; Central County Occupational Center, which includes Regional Occupational Satellite Programs; New Ways Workers; Partnership Academies and Job Placement Center.