

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	Pegasus High (Cont.)	District Name	East Side Union High
Principal	Sandra Thush	Superintendent	Esperanza Zendejas, Ed.D.
Street	1776 Educational Park Dr.	Street	830 N. Capitol Ave.
City, State, Zip	San Jose, CA 95133-1703	City, State, Zip	San Jose, CA 95133-1316
Phone Number	408.928.9597	Phone Number	408.347.5000
FAX Number	408.928.9535	FAX Number	408.347.5042
Web Site	pegasus.esuhdsd.org	Web Site	www.esuhdsd.org
E-mail Address	thushs@esuhdsd.org	E-mail Address	darina@esuhdsd.org
CDS Code	43-69427-4330353	SARC Contact	Art Darin

School Description and Mission Statement

Pegasus is located on the Independence High School campus and it serves 121 students. Each standard school day is three-and-a-half hours long, with 60 students attending from 7:50 A.M. to 11:25 A.M. and 60 students attending from 11:40 A.M. to 3:25 P.M. All Pegasus students are expected to do more than just attend the daily school session. Students are also expected to participate in at least one of the following: adult education classes, junior college classes, vocational training, CCOC, ROP, and/or community service.

The chief goals are to assist students to graduate on time and to expose them to private and public school options after high school. Counseling services include: 100% of the student taking the community college placement test, 100% of seniors completing the FAFSA (financial aid form), 100% of the students visiting Evergreen Valley College and completing the college application, a College Counselor available to 100% of the students, 100% of students are counseled on academic progress minimally.

Students receive direct instruction in English, social studies and science/math. In their social studies class, students may receive credit in U.S History, Civics and/or Economics. In English class, the focus is on becoming proficient in writing, speaking, reading, and listening. In math, students are given instruction in Algebra and Geometry. In Science class, topics include scientific theory, time, cosmology, quantum mechanics, computer systems and networking. In all classes, projects, class participation and consistent improvement are the keys to success.

Alternative Education in East Side Union High School District is designed to meet the unique personal and educational needs of students who may have been unsuccessful in previous educational settings. The five high schools have well-trained staffs and offer flexible programs. Students enrolled in alternative education include students that: have adjustment problems, are seriously down credits, have parental responsibilities; or have special needs or must work.

The schools offer a broad-based curriculum that includes personalized instruction, work experience, vocational classes, counseling, service learning and varied delivery services.

Classes are small. Each student has a Personalized Learning Plan (PLP) that allows for meeting the needs of his/her learning style and rate of achievement.

Alternative Education is an individualized open-entry/ open/exit system with competency-based curriculum. Graduating students must meet minimum competencies established by the school district and state mandates graduation requirements.

Opportunities for Parental Involvement

Contact Person Name	Chip Gaston	Contact Person Phone Number	408.928-9597
<p>Staff maintains continual contact with parents, first through induction of their child into the program, attendance clerks, progress reports, parent/teacher/student conferences, open house and as-needed interventions to improve attendance/performance in the program. Routinely, teachers call parents regarding absences, behavioral issues, physical and/or health concerns.</p> <p>Approximately 84% of the students and their parents are very satisfied or satisfied with Pegasus. Parents can become involved with various outside activities undertaken by Pegasus students. These activities include multicultural events, outside counseling, drama presentations, field trips to historical sites, speakers, author presentations, sports, job shadowing, leadership training, Christmas in the Park (1st place this year!) group ice skating, talent shows, and feeding the homeless.</p>			

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	0
Grade 10	0
Grade 11	42
Grade 12	79
Ungraded Secondary	0
Total Enrollment	121

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	10	8.3	Hispanic or Latino	72	59.5
American Indian or Alaska Native	0	0.0	Pacific Islander	0	0.0
Asian	13	10.7	White (Not Hispanic)	11	9.1
Filipino	15	12.4	Multiple or No Response	0	0.0

II. School Safety and Climate for Learning

School Safety Plan

Date of Last Review/Update	6/1/03	Date Last Discussed with Staff	6/1/03
<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

<p>Pegasus has voluntarily raised the academic bar, requiring its students to achieve 220 credits (same as comprehensive schools). To earn credits at Pegasus, students must perform at the 70% level or higher. Routinely, students' work is returned to be corrected an/or students are required to attend tutoring.</p> <ul style="list-style-type: none">• Up to 73 students attend the County Occupational Center, acquiring important occupational and career skills and knowledge with 93% earning full credit.• Most Occupational Center courses are articulated with local community colleges—so that students may continue post-high school education with advanced knowledge and placement.• 12 students are taking 24 classes at the comprehensive school with a 100% success rate, averaging 10 credits.• 8 students are taking an average of 10 credits at local community colleges• 100% of the students receive a college orientation, which includes how to earn a college certificate, a 2-year AS degree or a 40-year degree through transfer.• approximately 93% (65-70) seniors graduate each year. <p>All students are given assessments in reading, math and writing upon entering Pegasus. Because of the half-day sessions at Pegasus, student have exceptional opportunities to earn extra, needed credits through adult education, the County Occupational Center and other programs.</p>
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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				2549	2101	2621
Rate of Suspensions				10%	9%	11.2%
Number of Expulsions				74	32	47
Rate of Expulsions				.3%	.1%	.2%

Virtually no students are expelled from Pegasus and suspensions are very rare. In addition, the drop out rate is extremely low (4%), as students unable to continue are re-directed to other educational opportunities. Students are routinely referred to clinical counseling and other sources of personal and family assistance. Fifteen percent is a typical referral rate. Absences and tardies are made up almost immediately, so the attendance rate average is 96% and peaks over 100% due to the students on independent study.

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 enhancements 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.

History/Social Science							
Proficient or Advanced					4		
Not Tested	---	---	---	---	---	---	---

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	8	13			10		12	
Not Tested	0	0			0		0	
Mathematics								
Proficient or Advanced	5	4			5		5	
Not Tested	---	---	---	---	---	---	---	---
Science								
Proficient or Advanced	0	0			0		0	
Not Tested	---	---	---	---	---	---	---	---
History/Social Science								
Proficient or Advanced	0	11			6		6	
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	6	4	12	29	31	46	44	45	43
Mathematics	8	4	14	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					16		
Mathematics					16		

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	9	15			11		13	
Mathematics	23	7			16		15	

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.

Pegasus Alternative School Indicators

Total unduplicated count	184
Total number of long-term students enrolled during school year 2002-2003	116
Total number of apportionment days claimed for students enrolled 2002-2003	17377
Total days of enrollment for all students enrolled 2002-2003	18506
Attendance Rate	93.9
Total number of high school credits earned by long-term students while enrolled	8861
2002-2003 Average Credits Completion Rate	76
2002-2003 Average Credits Completion Rate B	10.5
Number of credits required for graduation at this school	200

IV. School Completion (Secondary Schools)

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)	115	121	121	24577	24282	23664	1703492	1735576	1772417
Number of Dropouts		5	3	840	601	438	47282	47899	48454
Dropout Rate (1-year)		4.1	2.5	3.4	2.5	1.9	2.8	2.8	2.7
Graduation Rate	100.0	95.1	93.1	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 Pegasus, class size averages about 20 students.
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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	6	6	6
Teachers with Full Credential (full credential and teaching in subject area)	3	4	4
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)	3	2	2
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

In the 2002-2003 school year, four out of the six teachers had full teaching credentials.

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.

Informal classroom visitations by administrators occur regularly to maintain awareness of the quality of teaching.

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	1
Librarian	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
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
1	121.00

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

VIII. Postsecondary Preparation (Secondary Schools)

Graduates Who Have Completed All Courses Required for University of California (UC) and California State University (CSU) Admission

Data reported are the number and percent of graduates who have completed all courses required for UC and/or CSU admission. The percent of graduates is calculated by dividing the total number of graduates who have completed all courses required for UC and/or CSU admission by the total number of graduates.

Number of Graduates	Number of Graduates Who Have Completed All Courses Required For UC and/or CSU Admission	Percent of Graduates Who Have Completed All Courses Required For UC and/or CSU Admission
67		

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.