

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	Phoenix High (Cont.)	District Name	East Side Union High
Principal	Jerry Yamaguchi	Superintendent	Esperanza Zendejas, Ed.D.
Street	6150 Snell Road	Street	830 N. Capitol Ave.
City, State, Zip	San Jose, CA 95123-4740	City, State, Zip	San Jose, CA 95133-1316
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School Description and Mission Statement

School Description

Phoenix is a small school, serving 71 students in 2002-2003. Phoenix is physically located on the Santa Teresa High School campus.

The curriculum consists of the core classes of English, social science, science and math. There are approximately twenty-five course titles available to students for credit toward graduation.

Mission Statement

Phoenix's mission is to provide students with educational skills, social skills, and social consciousness, through step-by-step accomplishments and to build students self-esteem, self-motivation and self-determination to succeed in an adult world.

Students may earn 25 or more credits in one semester. Active adult guidance, supervision and intervention is provided for each student daily.

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	Jerry Yamaguchi	Contact Person Phone Number	408.347.6291
<p>At the time of the initial (enrollment), a parent is required to attend a conference with the Coordinator/ 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 their graduation goal. At the beginning of each semester, teachers hold a conference to again discuss the needs of the students using the Personal Learning Plan.</p> <p>Back-to-School Night is held in October after the first grading period. Report cards are distributed to the parents that attend this function. Parents that do not attend are sent the report in the mail.</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	13
Grade 12	58
Ungraded Secondary	0
Total Enrollment	71

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	2	2.8	Hispanic or Latino	40	56.3
American Indian or Alaska Native	0	0.0	Pacific Islander	0	0.0
Asian	5	7.0	White (Not Hispanic)	24	33.8
Filipino	0	0.0	Multiple or No Response	0	0.0

II. School Safety and Climate for Learning

School Safety Plan

Date of Last Review/Update	August 2002	Date Last Discussed with Staff	August 2002
<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

Upon entry to Phoenix, students are asked to write to a short essay (writing sample) to assess their writing skills. The student is given an assignment to complete (Autobiography) to assess their writing skills in answering questions and following directions. Students are also given an entry assessment in their math and science classes. All classes meet both the District and State content standards. An assessment is given at the conclusion of the first semester to reassess their skills. This assessment is also done at the end of the second semester.

Many of the students at Phoenix concurrently enroll in classes away from the Phoenix campus; ie, CCOC, Adult Education, college courses.. Counselors from local junior colleges come to Phoenix to give placement tests and to orient students to the junior college classes and expectations.

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%

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.

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	0	12			7		7	
Not Tested	0	0			0		0	
Mathematics								
Proficient or Advanced	0	0			0		0	
Not Tested	---	---	---	---	---	---	---	---
Science								
Proficient or Advanced	0	0			0		0	
Not Tested	---	---	---	---	---	---	---	---
History/Social Science								
Proficient or Advanced	0	12			7		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	10	24	13	29	31	46	44	45	43
Mathematics	14	26	7	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					5		
Mathematics					5		

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	8	18			14		14	
Mathematics	15	0			7		7	

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.

Phoenix Alternative School Indicators

Total unduplicated count	107
Total number of long-term students enrolled during school year 2002-2003	77
Total number of apportionment days claimed for students enrolled 2002-2003	11423
Total days of enrollment for all students enrolled 2002-2003	12030
Attendance Rate	94.95
Total number of high school credits earned by long-term students while enrolled	3604
2002-2003 Average Credits Completion Rate	47
2002-2003 Average Credits Completion Rate B	6.6
Number of credits required for graduation at this school	200

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)	81	81	71	24577	24282	23664	1703492	1735576	1772417
Number of Dropouts				840	601	438	47282	47899	48454
Dropout Rate (1-year)				3.4	2.5	1.9	2.8	2.8	2.7
Graduation Rate	100.0	100.0	100.0	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 Phoenix, class size averages about 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					16.67	6			17.25	4		
Mathematics					17.75	4			17.50	4		
Science					17.75	4			17.50	4		
Social Science					10.00	6			6.20	5		

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	4	5	4
Teachers with Full Credential (full credential and teaching in subject area)	2	3	2
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)	2	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, two out of the four 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	
Librarian	1
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

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

In 2003, the teachers were trained on Kaplan Learning. Teachers also learned about material intended for students that had difficulties in passing the High School Exit Exam. The staff created Friday elective classes.

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

Students Enrolled in Courses Required for University of California (UC) and California State University (CSU) Admission

Data reported are the number and percent of students enrolled in courses required for UC and/or CSU admission. The percent of students is calculated by dividing the total number of students enrolled in courses required for UC and/or CSU admission by the total number of students enrolled in all courses.

Number of Students Enrolled in All Courses	Number of Students Enrolled In Courses Required For UC and/or CSU Admission	Percent of Students Enrolled In Courses Required For UC and/or CSU Admission
354	231	65.3

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
17		

SAT I Reasoning Test

Students may voluntarily take the SAT test for college entrance. The test may or may not be available to students at a given school. Students may take the test more than once, but only the highest score is reported at the year of graduation. Detailed information regarding SAT results may be found at the California Department of Education Web site at <http://www.cde.ca.gov/ope/research/sat/>.

	School			District			State		
	2001	2002	2003	2001	2002	2003	2001	2002	2003
Grade 12 Enrollment			58			5952	357789	365907	385181
Percent of Grade 12 Enrollment Taking Test			1.70			38.17	36.66	37.26	36.63
Average Verbal Score			510			460	492	490	494
Average Math Score			410			498	516	516	518

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.