

School Accountability Report Card Reported for School Year 2004-05

Published During 2005-06

Notes regarding the source and currency of data:

Data included in this School Accountability Report Card (SARC) template 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/ta/ac/sa/definitions05.asp>

Most data presented in this report were collected from the 2004-05 school year or from the two preceding years (2002-03 and 2003-04). Due to the certification timelines for graduation, dropout, and fiscal information, the data for these sections of the report were collected in 2003-04. Single-year column headings refer to the school year ending in that particular year. When no year is specified, data are from the most recent school year for which data are available.

More information about SARC requirements is available at the CDE Web site at <http://www.cde.ca.gov/ta/ac/sa/>, including a SARC Preparation Guide at <http://www.cde.ca.gov/ta/ac/sa/guide.asp> and Frequently Asked Questions at <http://www.cde.ca.gov/ta/ac/sa/questions.asp>.

I. General Information

Contact Information

Information about school and district contacts.

School Information		District Information	
School Name	Apollo High (Cont.)	District Name	East Side Union High
Principal	Yovi Murillo	Superintendent	Bob Nunez
Street	1835B Cunningham Ave.	Street	830 N. Capitol Ave.
City, State, Zip	San Jose, CA 95122-1712	City, State, Zip	San Jose, CA 95133-1316
Phone Number	408.928.5402	Phone Number	408.347.5000
FAX Number	408.928.5405	FAX Number	408.347.5045
Web Site	www.ap.esuhdsd.org	Web Site	www.esuhdsd.org
E-mail Address	murillo@esuhdsd.org	E-mail Address	
CDS Code	43-69427-4330361	SARC Contact	

School Description and Mission Statement

Information about the school, its programs, and its goals.

Apollo High School is located on site at William C. Overfelt High School. It has diverse ethnic student population of 80 juniors and seniors. Half of the students attend morning classes (7:30-11:25) and half attend afternoon(11:30-3:25) classes. Students are also offered concurrent classes, CCOC, and Adult Education classes for earning credits.

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. 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. Graduating students must meet minimum competencies established by the school district and state mandates graduation requirements.

Opportunities for Parental Involvement

Information about the contact person for parental involvement and a description of organized opportunities for parental involvement at the school.

Contact Person Name	Yovi Murillo	Contact Person Phone Number	408.928.5401
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At the time of the initial (enrollment), a parent is required to attend a conference with the Principal to discuss the expectations of all parties involved (parent, student and staff). At the end of each grading period, parent and student meet with the homeroom teacher to discuss grades and any issues that have arisen that past 6-weeks. A legal guardian can expect to receive at least one phone call per grading period from their students homeroom teacher.

II. Demographic Information

Student Enrollment -- 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 Level	Enrollment
Kindergarten	0	Grade 9	0
Grade 1	0	Grade 10	0
Grade 2	0	Grade 11	24
Grade 3	0	Grade 12	56
Grade 4	0	Ungraded Secondary	0
Grade 5	0		
Grade 6	0		
Grade 7	0		
Grade 8	0		
Ungraded Elementary	0	Total Enrollment	80

Student Enrollment -- Racial and Ethnic Subgroups

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

Racial and Ethnic Subgroup	Number of Students	Percent of Students	Racial and Ethnic Subgroup	Number of Students	Percent of Students
African American	4	5.0	Hispanic or Latino	60	75.0
American Indian or Alaska Native	0	0.0	Pacific Islander	2	2.5
Asian	6	7.5	White (Not Hispanic)	4	5.0
Filipino	4	5.0	Multiple or No Response	0	0.0

III. School Safety and Climate for Learning

School Safety Plan

Information about the currency and contents of the school's comprehensive 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. • 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.</p>			

School Programs and Practices That Promote a Positive Learning Environment

Information about the school's efforts to create and maintain a positive learning environment, including the use of disciplinary strategies.

<p>Students earn credits in the Apollo program in a combination of three levels or tiers of varying composition. Students participate according to their individual needs as determined by their Personal Learning Plan (PLP). The three tiers (in order of importance) are as follows: 1. Core Classes – English, Math, Science, Social Studies and Friday elective classes (Carpe Diem) – students participate in core class direct instruction) 2. Community as Classroom – CCOC, Adult Education, Work Experience, Concurrent classes from their home school, Evergreen Valley College and San Jose City College – (as needed in core subjects or electives by evaluation of the PLP) 3. Independent Study Contracts – a variety of credits available in core subjects or electives – (as needed by evaluation of the PLP) Adult education courses are crucial to the success of the Apollo program. Based on the statistics below, a majority of the students attend at least one, but most likely two adult education classes a week on William C. Overfelt, Mount Pleasant, and Apollo campuses. The success rate of our students attending and passing adult education classes is a phenomenal 96%. In October, Evergreen Valley College gave a college entrance exam and orientation to all 80 of our students in order for them to have the opportunity to attend college classes, while still enrolled in high school. In addition, Apollo adopted four classes at Fred Meyer Elementary School. The schools interfaced at Halloween, Christmas, Valentine's Day, and Easter and developed a mutual friendship based on correspondence and visits.</p>

Suspensions and Expulsions

Data reported are the number of suspensions and expulsions (i.e., the total number of incidents that resulted 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.

	School			District		
	2003	2004	2005	2003	2004	2005

Number of Suspensions	0	0	0	2109	2621	1962
Rate of Suspensions	0.0%	0.0%	0.0%	9%	11.2%	7.9%
Number of Expulsions	0	0	0	31	47	44
Rate of Expulsions	0.0%	0.0%	0.0%	0.1%	.2%	0.18%

IV. School Facilities

School Facility Conditions -- General Information

Information about the safety, cleanliness, and adequacy of school facilities, including the condition and cleanliness of the school grounds, buildings, and restrooms. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

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.

Age of School Buildings

Although the main school campus was constructed in 1962, portable buildings have been added to accommodate diverse program needs.

Maintenance and Repair

District maintenance and facilities staff to ensure that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

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

During the 2004-2005 school year, local Measure A and Measure G funds and state matching funds will be used to renovate existing facilities and construct new classrooms.

School Facility Conditions—Results of Inspection and Evaluation

Mike McGaughey, Inspector

April 18, 2005

School Facility Conditions -- Results of Inspection and Evaluation

Data reported are the determination of good repair as documented in a completed *Interim Evaluation Instrument*, including the school site inspection date, the *Interim Evaluation Instrument* completion date, and the date of any remedial action taken or planned. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

Interim Evaluation Instrument Part	Facility in Good Repair		Deficiency and Remedial Actions Taken or Planned
	Yes	No	
Gas Leaks	X		
Mechanical Systems		X	<ul style="list-style-type: none"> ◆ Students report smell when heat on room B-16—Filters changed ◆ Thermostat cover missing room M-5—cover replaced ◆ Limited ventilation room D-9 and boys team room—ventilation system to be repaired ◆ Limited heat in gym and girl's locker room—heating system to be repaired
Windows/Doors/Gates (interior and exterior)	X		
Interior Surfaces (walls, floors, and ceilings)		X	<ul style="list-style-type: none"> ◆ Torn and stained carpet—carpet to be replaced ◆ Floor tiles broken or missing—floor tiles to be replaced ◆ Water stains on ceiling tiles

		<p>and/or missing/broken</p> <p>ceiling tiles—roof to be</p> <p>checked and tiles to be</p> <p>replaced</p> <ul style="list-style-type: none">◆ Bent or no T-bars—T-bars to be replaced◆ Insects and dirt on window sills—Insects to be exterminated and dust to be removed◆ Clock missing, hole in wall—wall to be patched, clock to be replaced◆ Rot is assorted areas—rot to be removed and boards to be replaced◆ Hazardous material—hazardous material to be removed◆ Paint thinner under one cabinet—paint thinner to be removed and stored according the local ordinances
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Hazardous Materials (interior and exterior)	X		
Structural Damage		X	<ul style="list-style-type: none"> ◆ Rotted siding on facia rooms—siding to be replaced ◆ Grout missing in several areas—Grout to be replaced ◆ Water pooling under M portables—replace skirting
Fire Safety		X	<ul style="list-style-type: none"> ◆ No fire extinguishers in 6 rooms—provide fire extinguishers ◆ No tag on fire extinguisher in one room—replace tag ◆ Fire extinguisher not mounted—mount fire extinguisher ◆ Expired fire extinguisher—replace fire extinguisher ◆ High shelves not secure in library—bolt shelves to the wall ◆ Exit light out in one room—replace light ◆ Cracked concrete stairs and

			<p>loose handrail in one area— repair concrete and stabilize handrail</p> <p>◆ Cut off pipe bollard—repair pipe bollard</p>
Electrical (interior and exterior)		X	<p>◆ Some lights out in 8 rooms—replace light bulbs</p> <p>◆ Panel blocked in one room—remove blockage</p> <p>◆ Photo cell hanging in one room—secure photo cell</p> <p>◆ Exposed wires in 3 rooms— replace wires</p> <p>◆ Missing outlet cover in one room—replace outlet cover</p> <p>◆ Floor outlet tripping hazard—provide cover</p> <p>◆ Water in diffusers in 4 rooms—replace diffusers</p> <p>◆ Broken or missing diffusers in 8 rooms—replace diffusers</p>
Pest/Vermin Infestation		X	<p>◆ Some insets on one window</p>

		sill—exterminate insects
Drinking Fountains (inside and outside)		<ul style="list-style-type: none"> ◆ Leaky faucet in one room— repair faucet X ◆ Broken fountain—repair fountain
Restrooms		<ul style="list-style-type: none"> ◆ Broken or missing soap dispenser—replace or repair soap dispenser ◆ Paper towels missing in labs—provide paper towels ◆ Air hand dryers not working—repair air hand X dryer ◆ Toilet not flushing properly—repair toilet ◆ Showers leaking, mildew, rust—repair showers, remove mildew and rust
Sewer	X	
Playground/School Grounds		<ul style="list-style-type: none"> ◆ Missing payers between D & E buildings—provide X payers ◆ Wind screens missing or

			torn at tennis courts— replace and/or repair wind screens ♦ Backboards broken on outside basketball back stop—repair backboard ♦ Holes in plywood fencing— patch holes
Other		X	No information provided by the County

V. Academic Data

Standardized Testing and Reporting (STAR)

Through the California Standardized Testing and Reporting (STAR) program, students in grades 2 through 11 are tested annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) and a norm-referenced test (NRT). The CST tests English-language arts and mathematics in grades 2 through 11, science in grades 5, 9, 10, and 11, and history-social science in grades 8, 10, and 11. Prior to 2005, the NRT tested reading/language arts and mathematics in grades 2 through 11, spelling in grades 2 through 8, and science in grades 9 through 11. Beginning in 2005, the NRT tests reading/language arts, spelling, and mathematics in grades 3 and 7 only, and no longer tests science in any grade.

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. Students with significant cognitive disabilities who are unable to take the CST are tested using the California Alternate Performance Assessment (CAPA). Detailed information regarding CST and CAPA 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 -- All Students

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School	District	State
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	2003	2004	2005	2003	2004	2005	2003	2004	2005
English-Language Arts	5	0	0	31	33	38	35	36	40
Mathematics	0	0	0	17	16	19	35	34	38
Science	5	6	0	21	20	23	27	25	27
History-Social Science	0	0	0	25	27	31	28	29	32

CST -- Racial and Ethnic Subgroups

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Subject	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
English-Language Arts			*		0	*	*
Mathematics			*		0	*	*
Science			*		0	*	*
History-Social Science			*		0	*	*

CST -- Other Subgroups

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Subject	Male	Female	English Learners	Economically Disadvantaged	Students With Disabilities	Migrant Education
English-Language Arts	*	0	*	0		
Mathematics	*	0	*	0		
Science	*	0	*	0		
History-Social Science	*	0	*	0		

Norm-Referenced Test (NRT)

Reading and mathematics results from the California Achievement Test, Sixth Edition (CAT/6), the current norm-referenced test (NRT) adopted by the State Board of Education, are reported 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. Beginning in 2005, the NRT tests reading/language arts, spelling, and mathematics in grades 3 and 7 only and no longer tests science in any grade. 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		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
Reading	18	5		46	47	27	43	43	41
Mathematics	0	11		51	53	47	50	51	52

NRT -- Racial and Ethnic Subgroups

Data reported are the percent of students scoring at or above the 50th percentile for the most recent testing period.

Subject	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
Reading							
Mathematics							

NRT -- Other Subgroups

Data reported are the percent of students scoring at or above the 50th percentile for the most recent testing period.

Subject	Male	Female	English Learners	Economically Disadvantaged	Students With Disabilities	Migrant Education
Reading						
Mathematics						

Local Assessment

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

Grade Level	Reading			Writing			Mathematics		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
K									
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									
11									
12									

California Physical Fitness Test (PFT)

Data reported are the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. Detailed information regarding the California Physical Fitness Test may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

No data are available for this section

Academic Performance Index (API)

The **Academic Performance Index (API)** is a score on a scale of 200 to 1000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet.

Growth Targets: The annual growth target for a school is 5 percent of the distance between its API Base and 800. The growth target for a school at or above 800 is to remain at or above 800. Actual growth is the number of API points a school gained between its base and growth years. Schools that reach their annual targets are eligible for awards.

Subgroup APIs and Targets: In addition to a schoolwide API, schools also receive API scores for each numerically significant subgroup in the school (i.e., racial/ethnic subgroups and socioeconomically disadvantaged students). Growth targets, equal to 80 percent of the school's target, are also set for each of the subgroups. Each subgroup must also meet its target for the school to be eligible for awards.

Percent Tested: In order to be eligible for awards, elementary and middle schools must test at least 95 percent of their students in grades 2 through 8, and high schools must test at least 90 percent of their students in grades 9 through 11 on STAR assessments.

Statewide Rank: Schools receiving an API Base score are ranked in 10 categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to schools most like it.

API criteria are subject to change as new legislation is enacted. Detailed information about the API and the Public Schools Accountability Act (PSAA) can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/> or by speaking with the school principal.

API -- Schoolwide

Data reported are API Base and Growth scores, growth targets, statewide and similar schools ranks, and percent tested.

API Base Data				API Growth Data			
	2002	2003	2004		From 2002 to 2003	From 2003 to 2004	From 2004 to 2005
Percent Tested		100	100	Percent Tested	100	100	100
API Base Score		487	421	API Growth Score	530	409	577
Growth Target		B	B	Actual Growth		-78	156
Statewide Rank		B	B				
Similar Schools Rank		B	B				

API -- Racial and Ethnic Subgroups

Data reported are API Base and Growth scores and growth targets.

API Base Data				API Growth Data			
	2002	2003	2004		From 2002 to 2003	From 2003 to 2004	From 2004 to 2005
African American				African American			

API Base Score				API Growth Score			
Growth Target				Actual Growth			
American Indian or Alaska Native				American Indian or Alaska Native			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Asian				Asian			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Filipino				Filipino			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Hispanic or Latino				Hispanic or Latino			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Pacific Islander				Pacific Islander			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
White (Not Hispanic)				White (Not Hispanic)			
API Base Score				API Growth Score			
Growth Target				Actual Growth			

API -- Socioeconomically Disadvantaged Subgroup

Data reported are API Base and Growth scores and growth targets.

API Base Data				API Growth Data			
	2002	2003	2004		From 2002 to 2003	From 2003 to 2004	From 2004 to 2005
API Base Score				API Growth Score			
Growth Target				Actual Growth			

State Award and Intervention Programs

Although state intervention and awards programs are currently in the California Education Code, the programs were not funded for the period addressed by this report. Therefore, there are currently no data available to report.

Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act (NCLB) requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To comply with NCLB, California adopted AYP criteria that were approved by the U.S. Department of Education in June 2003. To make AYP, schools and districts are required each year to meet or exceed specific criteria in each of the following:

- Requirement 1: Participation rate on the state's standards-based assessments
- Requirement 2: Percent proficient on the state's standards-based assessments
- Requirement 3: API as an additional indicator
- Requirement 4: Graduation rate (for secondary schools)

Requirements 1 and 2 apply at the school, district, and subgroup levels. Requirements 3 and 4 apply only at the school and district levels, unless exception or "safe harbor" criteria are used. Detailed information about AYP can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by speaking with the school principal.

AYP All Criteria -- Schoolwide

Data reported indicate whether all AYP criteria were met for all students in a school or a district, or that exception (safe harbor) criteria were met, or that an appeal of the school's or district's AYP status was approved.

Schoolwide	School			District		
	2003	2004	2005	2003	2004	2005
All Students		No	Yes	No	No	Yes

AYP Participation Rates and Proficiency Levels -- Schoolwide and Subgroups

Data reported indicate whether AYP criteria for both the minimum participation rates and the percent proficient or above were met in a school or a district. *Note: "N/A" means that the student group is not numerically significant.*

Schoolwide and Subgroups	School			District		
	2003	2004	2005	2003	2004	2005
All Students		Yes	Yes	Yes	Yes	Yes
African American		Yes	N/A	Yes	Yes	Yes
American Indian or Alaska Native		Yes	N/A	N/A	N/A	N/A
Asian		Yes	N/A	Yes	Yes	Yes
Filipino		Yes	N/A	Yes	Yes	Yes
Hispanic or Latino		Yes	N/A	Yes	Yes	Yes
Pacific Islander		Yes	N/A	N/A	N/A	N/A
White (not Hispanic)		Yes	N/A	Yes	Yes	Yes
Socioeconomically Disadvantaged		Yes	N/A	Yes	Yes	Yes
English Learners		Yes	N/A	Yes	Yes	Yes
Students with Disabilities		Yes	N/A	No	No	Yes

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make Adequate Yearly Progress (AYP) for two consecutive years. After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Information about PI, including a list of all PI schools and districts, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by contacting the district office or speaking with the school principal.

	School	District
First Year of Program Improvement Implementation		2004-2005
Year in Program Improvement (Implementation Level)		Year 1
Year Exited Program Improvement		
Number of Schools Currently in Program Improvement	---	1

4												
5												
6												
K-3												
3-4												
4-8												
Other												

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	2003			2004			2005					
	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	19.5	4			26.0	5		3	23.7	5		1
Mathematics	19.5	4			24.1	5		2	23.6	6	1	1
Science	19.5	8			22.9	6		1	23.6	5	1	1
Social Science	9.9	17			24.1	4	2	1	22.2	5	1	

Class Size Reduction Participation

Data reported are the percent of students in each grade level in the school that are in a class size reduction classroom.

Grade Level	Percent of Students Participating		
	2003	2004	2005
K			
1			
2			
3			

VIII. Teacher and Staff Information

Core Academic Courses Taught by NCLB Compliant Teachers

For a school, the data reported are the percent of a school's classes in core academic subjects taught by No Child Left Behind (NCLB) compliant teachers. For a district, the data reported are the percent of all classes in core academic subjects taught by NCLB compliant teachers in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

	Percent of Classes In Core Academic Subjects Taught by NCLB Compliant Teachers
This School	100
All Schools in District	88.2
High-Poverty Schools in District	0.0
Low-Poverty Schools in District	88.3

Teacher Credentials

Data reported are the number of teachers (full-time and part-time) as reported by CBEDS. Each teacher is counted as "1." If a teacher works at two schools, he/she is counted at one school only. Data for teachers with a full credential and teaching outside his/her subject area are provided by the LEA.

	2003	2004	2005
Total Teachers	4	4	4
Teachers with Full Credential	4	4	4
Teachers Teaching Outside Subject Area (full credential teaching outside subject area)	0	0	0
Teachers in Alternative Routes to Certification (district and university internship)	0	0	0
Pre-Internship	0	0	0
Teachers with Emergency Permits (not qualified for a credential or internship but meeting minimum requirements)	0	0	0
Teachers with Waivers (does not have credential and does not qualify for an Emergency Permit)	0	0	0

Teacher Misassignments

Data reported are the number of placements of a certificated employee in a teaching or services position, including positions that involve teaching English learners, for which the employee does not hold a legally recognized certificate or credential, or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold. *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*. For the 2005-06 school year, the most currently available data are reported.

	2004	2005	2006
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0

Teacher Education Level

Data reported are the percent of teachers by education level, as reported by CBEDS.

	School	District
Doctorate	0.0	1.6
Master's Degree plus 30 or more semester hours	20.0	17.9
Master's Degree	20.0	15.1
Bachelor's Degree plus 30 or more semester hours	40.0	51.6
Bachelor's Degree	20.0	13.5
Less than Bachelor's Degree	0.0	0.3

Vacant Teacher Positions

Data reported are the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been

assigned at the beginning of a semester for an entire semester. For the 2005-06 school year, the most currently available data are reported.

	2004	2005	2006
Vacant Teacher Positions	0	0	0

Teacher Evaluations

Information about the procedures and criteria for 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

Information about the availability of qualified substitute teachers and the impact of any difficulties in this area on the instructional program at the school.

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 equal one FTE.

Title	FTE
Counselor	0
Library Media Teacher (Librarian)	0
Psychologist	0
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0
Other	0

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 equal 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	Ratio of Students Per
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Counselors (FTE)	Academic Counselor
0	N/A

IX. Curriculum and Instruction

School Instruction and Leadership

Information about the structure of the school's instructional program and the experience of the school leadership team.

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 and teachers.

Professional Development

Information about the program for training the school's teachers and other professional staff.

The English and science teacher were involved with the San Jose writing Project through San Jose State. The staff received in-service on the senior portfolio and collaborated across the curriculum to integrate the subject matters.

Quality and Currency of Textbooks and Instructional Materials

Information about the standards-aligned (kindergarten through grade 12) and state-adopted (kindergarten and grades 1 through 8) or locally adopted (grades 9 through 12) textbooks and other instructional materials used in the school that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the core curriculum areas of reading/language arts, mathematics, science, and history-social science. For kindergarten and grades 1 through 8, the information also includes a description of any supplemental curriculum adopted by the local governing board. The information includes an explanation for the use of any non-adopted textbooks or instructional materials.

Core Curriculum Areas	Quality and Currency of Textbooks and Instructional Materials
Reading/Language Arts	Elements of Literature 1997
Mathematics	Mathematics Exploration & Applications 1995
Science	Integrated Science Holt Spectrum 2001
History-Social Science	U.S. History 1988 and World History 1993

Availability of Sufficient Textbooks and Instructional Materials

Information about the availability of sufficient standards-aligned (kindergarten through grade 12) and state-adopted (kindergarten and grades 1 through 8) or locally adopted (grades 9 through 12) textbooks and other instructional materials for each pupil, including English learners, that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the core curriculum areas of reading/language arts, mathematics, science, history-social science, foreign language, and health (kindergarten through grade 12); and science

laboratory equipment (grades 9 through 12), as appropriate. For kindergarten and grades 1 through 8, the information also includes a description of any supplemental curriculum adopted by the local governing board.

Core Curriculum Areas	Availability of Textbooks and Instructional Materials
Reading/Language Arts	80 Texts
Mathematics	80 Texts
Science	80 Texts
History-Social Science	80 Texts
Foreign Language	N/A
Health	N/A
Science Laboratory Equipment (grades 9-12)	In need of beakers, test tubes, test tube racks, stirring rods-

Instructional Minutes

Data reported compare the number of instructional minutes offered at the school level to the state requirement for each grade.

Grade Level	Instructional Minutes	
	Offered	State Requirement
K	N/A	36,000
1	N/A	50,400
2	N/A	50,400
3	N/A	50,400
4	N/A	54,000
5	N/A	54,000
6	N/A	54,000
7	N/A	54,000
8	N/A	54,000
9	N/A	64,800
10	N/A	64,800
11	64,800	64,800
12	64,800	64,800

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	N/A	180 days
10	N/A	180 days
11	180	180 days

12	180	180 days
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Minimum Days in School Year

Information about the total number of days in the most recent school year that students attended school on a shortened day schedule and the reasons for the shortened day schedule.

N/A

X. Postsecondary Preparation (Secondary Schools)

Advanced Placement and International Baccalaureate Courses

Data reported are the number of Advanced Placement (AP) and International Baccalaureate (IB) courses and classes offered, and the enrollment in various classes. The data for fine and performing arts include AP Art and AP Music, and the data for social science include IB Humanities.

No data are available for this section

Student Enrollment in Courses Required for University of California (UC) and/or California State University (CSU) Admission

Data reported are the number and percent of student enrollment in courses required for University of California (UC) and/or California State University (CSU) admission. The percent of student enrollment is calculated by dividing the total student enrollment in courses required for UC and/or CSU admission by the total student enrollment in all courses. *Note: Each student is counted in each course in which the student is enrolled. As a result of these duplicated counts, the student enrollment in all courses will, and the student enrollment in courses required for UC and/or CSU admission may, exceed the actual student enrollment figure for the school.*

Student Enrollment In All Courses	Student Enrollment In Courses Required For UC and/or CSU Admission	Percent of Student Enrollment In Courses Required For UC and/or CSU Admission
927	670	72.3

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

Data reported are the number and percent of graduates who have completed all courses required for University of California (UC) and/or California State University (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
58	0	0.0

SAT Reasoning Test

Data reported are the average verbal and math scores for Grade 12 students at the school, district, and state level who voluntarily take the SAT Reasoning Test for college entrance. Data are also reported for total grade 12 enrollment and percent of grade 12 enrollment taking the test. Students may take the test more than once, but only the most recent score is reported at the year of graduation. The test may or may not be available to students at a given school. Detailed

information regarding SAT results may be found at the CDE Web site at <http://www.cde.ca.gov/ds/sp/ai/>. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

	School			District			State		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
Grade 12 Enrollment		63	55	5952	5927	6212	385,356	395,194	409,576
Percent of Grade 12 Enrollment Taking Test		0.0	0.0	38.2	34.5	36.5	36.7	35.3	35.9
Average Verbal Score				460	469	473	494	496	499
Average Math Score				498	506	509	518	519	521

College Admission Test Preparation Course Program

Information about the school's college admission test preparation course program.

Students are offered the junior college placement test for Evergreen Valley College and San Jose city College.

Workforce Preparation Programs

Information about the school's career technical education programs and classes.

Seniors are given an opportunity to attend a college field trip to San Jose City, Evergreen Valley College, and De Anza Junior College.

Also, vocational school such as Wyotech are encouraged to make presentations at Apollo High School.

Career Technical Education (CTE) Programs

Data reported are enrollment and program completion from the *Report of Career-Technical Education Enrollment and Program Completion for School Year 2003-2004 (CDE 101 E-1)*. Data have been aggregated to the district level.

CTE Participants	Grade 9-12 CTE Students			Grade 12 CTE Students			
	Total Course Enrollment	Number of Concentrators	Number of Completers	Completion Rate	Number of Completers	Number Earning Diploma	Graduation Rate

XI. Fiscal and Expenditure Data

Teacher and Administrative Salaries (Fiscal Year 2003-04)

Data reported are the district salaries 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. Data are also reported for teacher and administrative salaries as a percent of a district's budget. Detailed information regarding salaries may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0304.asp>. Note: County offices of education are not required to report average salaries and expenditures. The CDE's School Fiscal Services Division does not calculate statewide average salary and expenditure information for county offices of education.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$41,151	\$36,464
Mid-Range Teacher Salary	\$67,570	\$61,925
Highest Teacher Salary	\$83,384	\$77,260
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		\$97,157
Average Principal Salary (High)	\$119,105	\$109,001
Superintendent Salary	\$215,000	\$158,638
Percent of Budget for Teacher Salaries	37.4	38.1
Percent of Budget for Administrative Salaries	4.9	5.2

District Expenditures (Fiscal Year 2003-04)

Data reported are the total dollars expended in the district and the dollars expended per student at the district compared to the state average for all districts and for districts of the same type and size. Detailed information regarding expenditures may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/>. *Note: County offices of education are not required to report average expenditures. The CDE's School Fiscal Services Division does not calculate statewide average expenditure information for county offices of education.*

District	District	State Average For Districts In Same Category	State Average All Districts
Total Dollars Expended	Dollars Expended Per Student (ADA)	Dollars Expended Per Student (ADA)	Dollars Expended Per Student (ADA)
\$181,110,162	\$7,348	\$7,007	\$6,919

Types of Services Funded

Information about the programs and supplemental services that are provided at the school through either categorical funds or other sources.

+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.