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	Phoenix High (Cont.)	**District Name**	East Side Union High
Principal	Jerry Yamagucci	**Superintendent**	Bob Nunez
Street	6150 Snell Rd.	**Street**	830 N. Capitol Ave.
City, State, Zip	San Jose, CA 95123-4740	**City, State, Zip**	San Jose, CA 95133-1316
Phone Number	408-347-6291	**Phone Number**	408-347-5011
FAX Number	408-347-6295	**FAX Number**	408-347-5045
Web Site		**Web Site**	www.esuhsd.org
E-mail Address	yamaguchi@esuhsd.org	**E-mail Address**	
CDS Code	43-69427-4330312	**SARC Contact**	

School Description and Mission Statement
Information about the school, its programs, and its goals.

Phoenix High School is one of five continuation high schools in the East Side Union High School District in San Jose. The site is located on the Santa Teresa High School campus. Even though Phoenix is on the Santa Teresa campus the two schools are separate schools with separate staff and administration. The exception is that the custodial and grounds services are provided by Santa Teresa High School. Alternative Education in the East Side Union High School District is designed to meet the unique personal and education needs of students who may have been unsuccessful in previous educational settings. The Five schools have well-trained staff 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, service learning and varied 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 mandated graduation requirements. Eighty 11th and 12th grade students are enrolled, 40 in the morning and 40 in the afternoon. The population is very diverse and the major criteria for acceptance in Phoenix is due to being low in graduation credits. Due to the low population, Phoenix reports its yearly ASAM data to CDE. The data sent to CDE includes: Indicator #6, Attendance rate; Indicator #13B, Average credits earned; Indicator #14, Graduation rate. Mission Statement: To provide a safe and caring environment where students achieve the academic, personal and social development required to continue learning, pursue post-secondary education, compete in a dynamic job market and participate in a diverse, democratic society.

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	Jerry Yamaguchi	Contact Person Phone Number	408-347-6291

At the time of the initial enrollment (orientation), a parent is required to attend a conference with the Coordinator or Lead Teacher to discuss the expectations of all parties involved (parent, student and staff). The student's PLP 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 PLP. 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.

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	22
Grade 3	0	Grade 12	50
Grade 4	0	Ungraded Secondary	0
Grade 5	0		
Grade 6	0		
Grade 7	0		

Grade 8	0		
Ungraded Elementary	0	Total Enrollment	72

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	2	2.8	Hispanic or Latino	39	54.2
American Indian or Alaska Native	2	2.8	Pacific Islander	0	0.0
Asian	7	9.7	White (Not Hispanic)	17	23.6
Filipino	5	6.9	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	September 2004	Date Last Discussed with Staff	September 2004

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 of all school. Students are not allowed to leave without permission.

• Development of Safe School Campus Initiative that includes members from the San Jose Police Department, Park/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 classrooms 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 student and their families.

• Implementation of Student Attendance Review Board (SARB) to deal with truant students.

• Implementation of earthquake, fire, and lock-down drills (Code-Red) 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

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

Upon entry to Phoenix, students are asked to write 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 contend standards. An assessment is given at the conclusion of the first semester to reassess the student's 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, community college.

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	00	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%	0.2%	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 1967, 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. Santa Teresa High School is more than thirty (30) years old. Despite its age, the school facilities are maintained in a good state of repair. The facilities are clean, safe, and adequate for providing a quality education for all students. The science building was recently remodeled and students learn in modern, facilities. All classrooms provide adequate space for teaching and learning. Each building also provides an office, or offices, for teachers to use during their prep periods. Exterior campus grounds feature large expanses of lawn, dotted with trees and other shrubbery. Athletic fields are adequate for physical education classes. At night the campus is well lit with under eave and pole lighting. Student and staff restrooms are generally in very good repair. The floors and walls of the student restrooms are tiled, as are the floors and most of the walls of the staff restrooms. Santa Teresa High School is extremely suitable as a learning environment. Lighting in all areas is adequate for learning, and the HVAC systems work well throughout the year. The fire alarm system has been refurbished with a new control panel following the complete rebuilding of the science buildings. Santa Teresa has a very good technology infrastructure. Classrooms and offices have Internet drops, and a Digital High School grant has facilitated the creation of computer labs – including a mobile, wireless lab. The school began to participate in computerized classroom attendance April 5, 2004.

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		
Windows/Doors/Gates (interior and exterior)	X		
Interior Surfaces (walls, floors, and ceilings)	X		
Hazardous Materials (interior and exterior)	X		
Structural Damage	X		
Fire Safety	X		
Electrical (interior and exterior)	X		

Pest/Vermin Infestation	X		
Drinking Fountains (inside and outside)	X		
Restrooms	X		
Sewer	X		
Playground/School Grounds	X		
Other	X		

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		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
English-Language Arts	7	0	0	31	33	38	35	36	40
Mathematics	0	0	0	17	16	19	35	34	38
Science	0	0	0	21	20	23	27	25	27
History-Social Science	7	4	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	13	7		46	47	27	43	43	41
Mathematics	7	15		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	Economically	Students With	Migrant

			Learners	Disadvantaged	Disabilities	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		96	100	**Percent Tested**	96	100	100
API Base Score	525	473	363	**API Growth Score**	520	363	499
Growth Target	14	B	B	**Actual Growth**	-5	-110	136
Statewide Rank	2	B	B				
Similar Schools Rank	N/A	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	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	Yes
African American	Yes	Yes	N/A	Yes	Yes	Yes
American Indian or Alaska Native	Yes	Yes	N/A	N/A	N/A	N/A
Asian	Yes	Yes	N/A	Yes	Yes	Yes
Filipino	Yes	Yes	N/A	Yes	Yes	Yes
Hispanic or Latino	Yes	Yes	N/A	Yes	Yes	Yes
Pacific Islander	Yes	Yes	N/A	N/A	N/A	N/A
White (not Hispanic)	Yes	Yes	N/A	Yes	Yes	Yes
Socioeconomically Disadvantaged	Yes	Yes	N/A	Yes	Yes	Yes
English Learners	Yes	Yes	N/A	Yes	Yes	Yes
Students with Disabilities	Yes	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
Percent of Schools Currently in Program Improvement	---	5.6

VI. School Completion (Secondary Schools)

California High School Exit Examination (CAHSEE)

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

These data are not required to be reported until 2006, when they can be reported for the entire

Dropout Rate and Graduation Rate

Data reported regarding progress toward reducing dropout rates over the most recent three-year period include grade 9 through 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 through 12 dropouts divided by grades 9 through 12 enrollment) multiplied by 100. The graduation rate, included as one of the requirements of California's definition of Adequate Yearly Progress as required by the federal No Child Left Behind (NCLB) Act, 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		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
Enrollment (9-12)	71	71	75	23,664	24,332	24,469	1,772,417	1,830,903	1,876,927
Number of Dropouts	0	0	0	438	737	982	47,871	58,189	61,253
Dropout Rate (1-year)	0.0	0.0	0.0	1.9	3.0	4.0	2.7	3.2	3.3
Graduation Rate	83.8	100.0	100.0	83.8	89.6	86.6	87.0	86.7	85.3

VII. 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 size category (i.e., number of students), by grade level, as reported by CBEDS.

Grade	2003				2004				2005			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K												
1												
2												
3												
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	17.3	4			18.3	4			29.4	2		3
Mathematics	17.5	4			24.8	3		2	28.0	2		2
Science	17.5	4			26.0	3		2	21.8	3		1
Social Science	6.2	5			12.3	4			7.5	2		

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	91.3
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	2	3	3
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	1	1
Teachers with Emergency Permits (not qualified for a credential or internship but meeting minimum requirements)	2	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	25.0	17.9
Master's Degree	0.0	15.1
Bachelor's Degree plus 30 or more semester hours	25.0	51.6
Bachelor's Degree	50.0	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	1

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 Counselors (FTE)	Ratio of Students Per Academic Counselor
0	

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

In 2004, the teachers were trained on meeting the needs of the 504 students and Kaplan learning. Teachers learned how to incorporate the curriculum into their everyday lessons to prepare and give support to those students that have not yet passed the CAHSEE. Beginning with the class of 2006, every student will be required to pass the test in the English/Language Arts and mathematics areas, besides the course requirements mandated by the District and the State.

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	Current standards aligned and Board approved testbooks and instructional materials.
Mathematics	Current standards aligned and Board approved testbooks and instructional materials.
Science	Current standards aligned and Board approved testbooks and instructional materials.
History-Social Science	Current standards aligned and Board approved testbooks and instructional materials.

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	Standards aligned and available as student issued texts
Mathematics	Standards aligned and available as student issued texts
Science	Standards aligned and available as student issued texts
History-Social Science	Standards aligned and available as student issued texts
Foreign Language	Standards aligned and available as student issued texts
Health	Standards aligned and available as student issued texts
Science Laboratory Equipment (grades 9-12)	Because labs are shared, there is sufficient laboratory equipment to support lab classes.

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	64,800	64,800
10	64,800	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	180 days	180 days
10	180 days	180 days
11	180 days	180 days
12	180 days	180 days

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.

Students enrolled at Phoenix High School attend school 3.0 hours daily for a total of 32,000 minutes yearly. There is no minimum day schedule.

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
434	321	74.0

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

33	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	58	57	50	5952	5927	6212	385,356	395,194	409,576
Percent of Grade 12 Enrollment Taking Test	1.7	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.

Workforce Preparation Programs

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

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.

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.