



East Side Union High School District

830 North Capitol Avenue • San Jose, CA 95133 • 408.347.5000
Visit our web site at <http://www.esuhd.org> for more information about specific schools.

Accountability Report Card 2002-2003

for

Alternative Education

(A report to the parents of students who attend
Apollo, Foothill, Genesis, Pegasus and Phoenix)

DISTRICT VISION STATEMENT

Academic, personal and social success for each and every student.

DISTRICT MISSION STATEMENT

It is the mission of the East Side Union High School District to provide a safe and effective learning environment; to provide support for all students and families; to strive for continuous improvement; and to implement clear measurements of success.

DISTRICT CORE VALUES

These values drive our decisions and our actions.

- Respect, Patience and Fairness
- Commitment to Excellence
- Communication
- Responsibility
- Partnerships
- Innovation
- Diversity
- Equity

OVERVIEW

The information contained in this booklet is designed to provide you with an overview of the district's direction and progress.

The East Side Union High School District has initiated a number of alternative education programs aimed at meeting the unique personal and educational needs of students. Many of these students have experienced difficulties in the traditional high school setting but find success in the smaller more flexible learning environments.

The district's goal is to provide them with the skills and abilities they need to be successful in college or the workplace. Many student who graduate from our alternative education programs enroll in college to continue their education. The alternative education programs are just a different route to success.

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ABOUT OUR SCHOOLS

School/ Enrollment	Address	Web Site	Phone/Fax	Principal/Director Year School Opened
APOLLO	1835 Cunningham Avenue San Jose, CA 95122	http://apollo.esuhsd.org	Ph: 408.347.5943 Fax: 408.347.5990	Ms. Yovi Murillo
FOOTHILL	230 Pala Avenue San Jose, CA 95127	http://fhnet.esuhsd.org	Ph: 408.928.9100 Fax: 408.928.9115	Ms. Jackie Guevara
GENESIS	3095 Yerba Buena Road San Jose, CA 95135	http://genesis.esuhsd.org	Ph: 408.270.4807 Fax: 408.239.0408	Ms. Cathy Broussard
PEGASUS	1776 Educational Park Drive San Jose, CA 95133	http://pegasus.esuhsd.org	Ph: 408.928.9597 Fax: 408.928.9535	Ms. Sandra Thush
PHOENIX	6150 Snell Avenue San Jose, CA 95123	http://phoenix.esuhsd.org	Ph: 408.578.9100 Fax: 408.225.8615	Mr. Jerry Yamaguchi

MORE INFORMATION

Alternative Education in the 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 systems.

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 mandate graduation requirements.

APOLLO HIGH SCHOOL

Apollo High School is located on site at William C. Overfelt High School. It has a diverse ethnic student population of 78 juniors and seniors. Half of the students attend morning classes and half attend afternoon classes. Two multimedia presentation classrooms make learning exciting and interesting. Students are also offered concurrent classes, CCOC, Adult Education and many other choices for earning credits.

GENESIS HIGH SCHOOL

Located on the campus of Evergreen Valley College and working in partnership with the college. Genesis High School offers a unique opportunity for mature students. In 2002-03, 72 students were enrolled in Genesis.

The goal of the Genesis High School staff is to assist each student in earning a high school diploma by successfully completing the East Side Union High School District course curriculum and proficiency tests, while simultaneously challenging students to begin their college course of study and prepare for life in the 21st Century.

Students are enrolled in college classes and will have various college professors for instructors. Each Genesis graduate will be well on his/her way towards an Associate of Arts degree in college by the time he or she graduates from high school.

PEGASUS HIGH SCHOOL

Pegasus is located on the Independence High School campus and it serves 121 students. Each standard school day is three-and-a half hours long, with 60 students attending from 7:50 A.M. to 11:25 A.M. and 60 students attending from 11:40 A.M. to 3:15 P.M. All Pegasus students are expected to do more than just attend the daily school session. Students are also expected to participate in at least one of the following: adult education classes, junior college classes, vocational training, CCOC, ROP, and/or community service.

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

PHOENIX HIGH SCHOOL

Phoenix is a small school, serving 71 students in 2002-03. 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.

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. Class size averages about 20 students.

FOOTHILL HIGH SCHOOL

Unlike most continuation school sites in the state, Foothill's campus was intended to be a small, flexible and supportive continuation site from the very beginning. It is an alternative setting for students experiencing difficulty in the traditional school. Small class size of 20 students to each teacher and team teaching strategies, used regularly and well, promote individualized attention. During the 2002-03 school year, 523 students attended Foothill.

New students enter Foothill through a two-week "orientation" class. This class provides:

- academic and personal assessments for students;
- staff meetings with parents;
- development of a specific "Student Learning Plan";
- recommendation for specific program placement at Foothill.

All Foothill programs provide smaller class size, personal counseling support, skills-focused classes, integrated curriculum, and variable credit. First semester ninth graders are not enrolled with the exception of those in the Family Learning Center pregnant teen class.

ABOUT OUR STUDENTS

ETHNIC COMPOSITION

Ethnic Composition									
School	Total # of Students	American-Indian	African American	Asian	Filipino	Hispanic	White	Other	Pacific Islander
Apollo	78	0	1	3	6	60	8	0	0
Genesis	72	1	10	8	4	41	7	0	1
Pegasus	121	0	10	13	15	72	11	0	0
Phoenix	71	0	2	5	0	40	24	0	0
Foothill	522	1	27	66	27	334	57	0	11

ATTENDANCE

Excellent attendance is crucial for success in any alternative education program. Loss of time due to absences equals in loss of credit. Recovery time is assigned for those students needing to make up classes missed.

Average Daily Attendance					
School	1998-99	1999-00	2000-01	2001-02	2002-03
Apollo	103.6%	100.7%	97%	97.5%	97.0%
Genesis	102.5%	86.9%	93.2%	78.5%	78.3%
Pegasus	86.7%	98%	92.4%	97.2%	97.5%
Phoenix	80.8%	94.4%	92.4%	86.8%	91.3%
Foothill	79.7%	74.3%	72%	80.8%	83.5%

GRADUATION

Graduation		
School	Graduates	Possible Graduates
Apollo	51	53
Genesis	15	16
Pegasus	70	73
Phoenix	25	28
Foothill	60	63

ABOUT TECHNOLOGY

Technology—Every effort is made to provide students with technological skills. Each site has computers and access to the internet.

Technology		
School	Student Per Computer (Ratio of students per computer)	Internet Classrooms
Apollo	2.6	2
Genesis	5.9	4
Pegasus	3.7	3
Phoenix	5.8	2
Foothill	6.7	17

STUDENTS PER TEACHER

Students Per Teacher	
School	Students Per Teacher
Apollo	19.5
Genesis	18
Pegasus	20
Phoenix	17
Foothill	18

ABOUT TEACHERS AND STAFF

SCHOOL	Higher Education	Teaching Experience	Employed in District
Apollo	40%	5.6	5.0
Genesis	25%	20.8	20.2
Pegasus	33.3%	15.0	12.7
Phoenix	0%	16.2	14.2
Foothill	57.1%	18.3	14.9
District Average	28.8%	14.9	13.6
State Average	30.4%	12.7	10.4

SCHOOL	Secondary Credential Holders	Pre-Intern Credential Holders	Emergency Permit Holders
Apollo	80%	20%	0%
Genesis	80%	20%	0%
Pegasus	66.7%	0%	33.3%
Phoenix	50%	0%	50%
Foothill	67.7%	0%	32.3%
District Average	75.3%	3.9%	20.8%
State Average	88%	2.9%	9.1%

SCHOOL	African-American	Asian American/ Filipino	Latino/ Hispanic	White/European American/Other	Multiple No Response
Apollo	0%	20%	20%	40%	20%
Genesis	0%	20%	20%	20%	40%
Pegasus	0%	16.7%	33.3%	50%	0%
Phoenix	0%	25%	25%	50%	0%
Foothill	12.9%	6.5%	12.9%	38.7%	29%
District Average	5.2%	13.3%	17.9%	57.7%	6%
State Average	4.9%	5.6%	13.9%	73.7%	1.7%

COUNSELING

A full time counselor is available on most Alternative Education campuses. The counselor provides support and counseling on a variety of topics, including career planning, scholarships, credits, student loans, testing and personal and academic counseling.

At Genesis, Evergreen Valley College, staff are also available to assist students in making wise choices for college course work.

ADMINISTRATIVE

In addition to the Director of Alternative Education, who supervises all the Alternative Education programs, at Apollo, Genesis, Pegasus and Phoenix there is a Coordinator and a registrar. These individuals provide additional support to students and staff. At Foothill, the Director of Alternative Education serves as the Principal and there is an

Assistant Principal assigned to the campus because of the large number of students served. Foothill has a librarian, principal's secretary, six paraeducators, two liaisons, two custodians, gardener, computer tech, career tech, and four clerical staff to support students and staff.

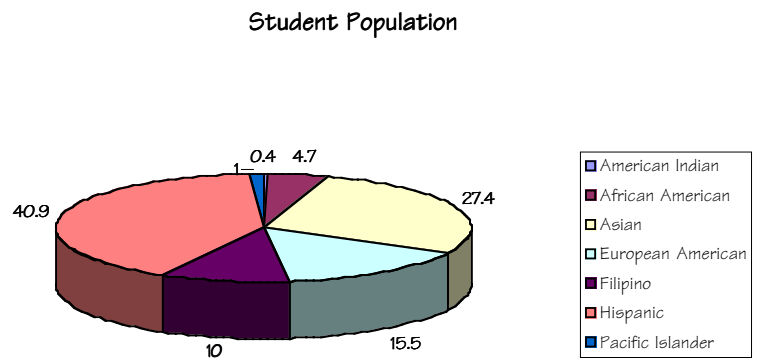
TEACHER EVALUATION

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 evaluation 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.

OVERVIEW OF DISTRICT

- The East Side Union High School District encompasses a 180 square mile area of San Jose, bordering on “Silicon Valley” in Santa Clara County.
- It is one of California’s largest high school districts (grades 9-12), with an enrollment of over 23,847 students.
- The district operates eleven comprehensive high schools and five alternative education programs and four charter schools.
- The district also administers an Adult Education program that serves over 27,000 adults.
- East Side employs 1,383 certificated and 823 classified staff members and 356 adult education teachers.
- The East Side community has a population of over 434,000, rich in racial and cultural diversity. The community has a tradition of involvement and interest in its schools.
- There are 5,056 English Language Learners in our schools.



CONDITION OF 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 \$110 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 San Jose in 25 years. The bond funds have been augmented with local developer fees and state modernization funds 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 Improvement. 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.

SAFETY & CLIMATE FOR LEARNING

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 a 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.

ABOUT SAFETY

SUSPENSIONS AND EXPULSIONS

Safety is a priority for the district. Students are reminded regularly of the behaviors that are acceptable and unacceptable, and services are provided on campus to help them if they are experiencing difficulties. When students violate the behavior policies, they are subject to discipline process and procedures. Listed below are the number of suspensions and expulsions for the district. The rate is the total number of incidents divided by the total enrollment for the year.

Suspension and Expulsion Rates			
	00/01	01/02	02/03
Suspensions (number)	2,549	2,101	2,414
Suspensions (rate)	10%	9%	10.3%
Expulsions (number)	74	32	41
Expulsions (rate)	.3%	.1%	.2%

STUDENT ATTENDANCE

Student attendance at school is directly related to achievement and graduation. All schools closely monitor attendance of students in all classes. Parents are notified when students miss school without a written letter from the parents. Students who continuously miss school without a legitimate excuse are referred to the Student Attendance Review Board (SARB).

Average Daily Attendance	
02/03	95.50%
01/02	93.50%
00/01	92.20%
99/00	92.90%
98/99	92.30%

DROPOUT RATE

The district aggressively pursues students who are truant and works to get them back into school or into an alternative education setting. A dropout is defined by the state as a student who has been absent from school without a valid excuse for over 45 days and there has been no request for records from any other school.

Dropout Rate	
01/02	1.9%
00/01	2.5%
99/00	3.4%
98/99	4.9%
97/98	5.6%
96/97	4.0%
95/96	8.0%

STRATEGIC PLAN

In 2001/02, the District engaged the community in a strategic planning process to meet the challenges of the 21st century. The process for establishing the plan began with a two-day planning session with key stakeholders. The group reviewed district progress and considered the following key areas in the development of the strategic plan:

- Literacy level of incoming students
- state requirements for alignment of curriculum with state standards
- demands by the government and public for accountability
- safety and security concerns
- shortages of quality staff
- dwindling resources
- the need to communicate better with all stakeholders.

After a review of data and key issues the committee revised the District's vision, mission and core values to provide more clarity and focus and they identified five key goals aimed at achieving the vision and mission. Copies of each phase of the plan were disseminated to staff members and the community for input and approval.

The work of the Strategic Planning group has guided the development of action plans by staff members throughout the organization. These plans are currently being implemented. Progress is monitored regularly and revisions are made as appropriate.

STRATEGIC PLANNING GOALS

- To design and implement effective and efficient instructional and support processes that result in student success
- To recruit, retain and grow a high-performing work team
- To effectively and efficiently align and leverage financial resources
- To develop more effective systems of communication
- To implement a structured, continuous improvement process throughout the organization

EAST SIDE UNION HIGH SCHOOL DISTRICT
 BOARD OF EDUCATION
 J. Manuel Herrera
 Craig Mann
 Juanita Ramirez
 Patricia Martinez-Roach
 George Shirakawa

East Side Union High School District Fiscal Information

Fiscal Update

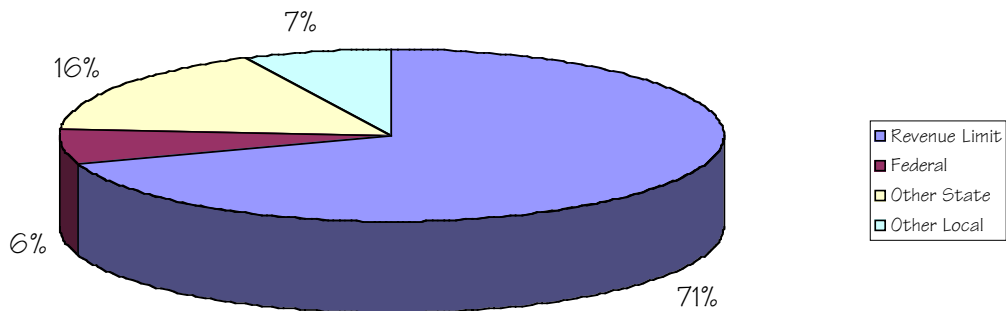
The East Side Union High School District will start the 2003/04 year with a stable, balanced budget. Thanks to the careful monitoring of expenditures, reductions in encroachment, the sale of some assets and an increase in student attendance The district also ended this past year with a healthy ending balance. These resources will be used to help the district deal with the projected substantial reductions in funding from the state for 2003/04.

Despite the state of the economy, the Board of Trustees is determined to keep the budget focused on the district's vision of academic, social and personal success for each and every student.

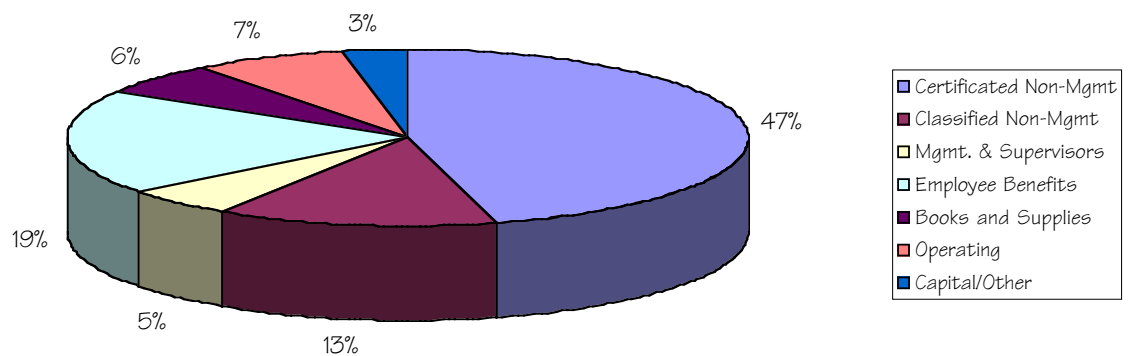
General Fund Revenues

Most of the District's General Fund revenue is generated from the average number of days students are in attendance throughout the year. Public education receives most of its revenue based on the students in attendance not the number enrolled. The second biggest source of revenue is state categorical income that must be spent for selected state determined programs. Federal income is only 6% of the income and it is restricted for specific purposes.

Projected General Fund Revenues 2003-04



Projected General Fund Expenditures 2003/04



General Fund Expenditures

Over 83% of the budget is spent on salaries and benefits. Education is a labor intensive operation. Employee expenditures are divided into three categories - certificated, classified and management. Certificated employees are teachers, counselors, advisors, psychologists, librarians, nurses and other employees who provide services that require credentials from the state of California. Classified employees include all support personnel in the district such as - secretaries, accountants, bus drivers, cafeteria workers, maintenance workers, custodians. Management includes principals, assistant principals, program coordinators/supervisors, classified managers, superintendents and assistant superintendents.