

School Accountability Report Card Reported for School Year 2005-06

Published During 2006-07

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.

DataQuest, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

I. About This School

Contact Information

This section provides the school's contact information.

School		District	
School Name	James Lick High School	District Name	East Side Union High
Street	57 N. White Rd.	Phone Number	408-347-5000
City, State, Zip	San Jose, CA 95127	Web Site	www.esuhisd.org
Phone Number	347-4401	Superintendent	Mr. Bob Nunez
Principal	William J. Rice	E-mail Address	nunezb@esuhisd.org
E-mail Address	riceb@esuhisd.org	---	---

School Description and Mission Statement

This section provides information about the school's goals and programs.

Located in the heart of Silicon Valley, James Lick, a comprehensive ninth through twelfth grade public high school, houses 1,024 students. Of this number, 75% are Hispanic, 10% are White, 7% are Asian, 6% are Filipino, and 2.0% are African American. The current attendance area is primarily composed of multiple dwelling families of low income, and 29.7% of our students are Limited English Proficient (LEP), 25% have been reclassified as RFEP, 28% are Fluent English Proficient (FEP), 37% of the students participate in the Free and Reduced Lunch Program, and 12% of the students participate in the Special Education Program.

Built in 1950, James Lick High School is the oldest of eleven comprehensive high schools, four small but necessary schools, and one continuation high school in the East Side Union High School District. Located in a child poverty zone, the average educational background of James Lick parents is a high school education. Although our students speak twenty-four primary languages and come from a variety of socio-economic backgrounds, they interact harmoniously, and they share common goals of academic, personal, and social success.

Completed in 1997, a four million dollar plant renovation allowed staff and students to enter the new millennium with a new science wing, a new photo lab, and a revitalized computer lab. Most of the classrooms are completely renovated. Every classroom includes a TV monitor, a VCR, and computers wired to the Internet. A brand new Comet Family Resource Center has been built in

the center of the campus to provide necessary health and social services for students, parents and staff members. Measure G funds have paid for a completely renovated administration building and football/soccer stadium. Classroom renovations, both current and planned, and the introduction of new programs have invigorated a collaborative and supportive staff.

The tradition of excellence in the classroom, on the field, and in the workplace, which was established almost fifty years ago, is even more evident today. All academic and extracurricular programs are designed to increase and enhance student achievement. The rich cultural diversity on this campus not only inspires much of the school's ongoing academic development, innovation, and community participation, but it also creates a family/community atmosphere that permeates every aspect of James Lick High School. As an outgrowth of this community spirit, James Lick students, parents, staff, community partners, business partners, and post-secondary partners not only support James Lick activities, but they also routinely participate as equal partners in the planning, assessing, budgeting, and decision-making processes. This has been particularly true this past year as we prepare for our WASC visit in March 2007. Thus, in essence, James Lick is a community collaborative.

James Lick Mission Statement

The mission of James Lick High School is to provide a safe, caring learning environment where students are motivated to acquire the academic, aesthetic, personal, and social skills required to pursue their post-secondary goals and to participate in a multicultural, democratic society.

James Lick Vision Statement

It is the vision for James Lick High School to provide a safe, nurturing environment where students, teachers and administrators have high expectations for learning and uncompromisingly support each other to ensure success for all. Teachers and students know that they are being led by knowledgeable administrators, who inspire and support teachers to create opportunities for unique instruction. Teachers enthusiastically perform their jobs each day because they have the skills and support to be successful, and they know that students embrace their learning. All students are inspired to learn and are secure in the knowledge that they have teachers who care about them personally and will work with them to achieve their personal and academic goals.

Opportunities for Parental Involvement

This section provides information about opportunities for parents to become involved with school activities.

Contact Person Name	Bill Rice	Contact Person Phone Number	408-347-4430
<p>James Lick values and includes all stakeholders in all facets of the educational process. To encourage parent participation, James Lick maintains a system of open two-way communication and employs a variety of ways to increase stakeholder communication. Not only is the School Accountability Report Card available on the district's website, but pertinent school information, including the results of the school evaluation process, school data, and school programs are also available to parents on the school's website and in the Principal's Newsletter, which is written in English and Spanish. In addition, to ensure ongoing communication, James Lick utilizes the services of Schoolloop to provide parents with immediate access to their students' grades, assignments and teacher emails. Because parent and community participation is essential to student achievement, James Lick High School provides a number of parent involvement opportunities. The school has an active School Site Council, James Lick Athletic Boosters, and several parent meetings throughout the school year. To support parents, James Lick hosts a variety of parent information nights, including but not limited to Financial Aid Night and Freshman Parent Orientation. Moreover, counselors annually schedule parent visits and workshops that include college information, financial aid, and graduation status.</p>			

Student Enrollment by Grade Level

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	0	Grade 8	0
Grade 1	0	Ungraded Elementary	0
Grade 2	0	Grade 9	261
Grade 3	0	Grade 10	249
Grade 4	0	Grade 11	247
Grade 5	0	Grade 12	240
Grade 6	0	Ungraded Secondary	71
Grade 7	0	Total Enrollment	1068

Student Enrollment by Group

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	1.7	White (not Hispanic)	8.2
American Indian or Alaska Native	0.2	Multiple or No Response	0.2
Asian	8.0	Socioeconomically Disadvantaged	48.2
Filipino	5.6	English Learners	39.0
Hispanic or Latino	75.5	Students with Disabilities	13.0
Pacific Islander	0.7	---	---

Average Class Size and Class Size Distribution (Secondary)

This table displays by subject area the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2003-04				2004-05				2005-06			
	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+
English	24.8	15	37	4	24.7	24	39	6	22.0	35	15	5
Mathematics	25.1	13	18	3	26.4	19	21	7	21.2	28	13	3
Science	30.1	2	20	6	31.1		10	10	28.7	4	15	5
Social Science	29.2	5	11	9	31.7	2	10	13	31.8	1	9	11

II. School Climate

School Safety Plan

This section provides information about the school's comprehensive safety plan.

<i>Date of Last Review/Update</i>	Feb., 2006	<i>Date Last Discussed with Staff</i>	Mar., 2006
<p>James Lick has a detailed, comprehensive safety plan that outlines protocols, systems, and procedures in the event of any/all emergencies. This plan also contains the yearly safety goals as determined by the students, staff, and parents. The Safety Plan is developed by the James Lick Safety Committee and reviewed by the District Safety Committee before it is presented to the East Side Union High School District Board of Trustees for adoption. The Safety Plan and drill procedures are reviewed during the year with all staff. Safety alerts are shared with all staff as needed throughout the school year. In addition, all required drills are calendared and completed and the results are communicated to all staff. In January 2007 we completed a highly successful Code Red drill that had the complete cooperation and participation of all staff and students. The 2005-2006 James Lick High School Site Safety Plan has a comprehensive, enforceable, and continuous:</p> <ul style="list-style-type: none">◆ Behavior policy◆ Rules and regulations◆ Dress code policy◆ Protocols for safety/emergency drills◆ Tardy policy◆ Attendance policy◆ Referral process◆ Partnership with community agencies, City of San Jose, San Jose Police Department, and other agencies and groups that offer support services◆ Safety team◆ Multi-service team			

School Discipline Practices

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

In order to meet the diverse needs of all of our students, James Lick offers a multitude of school programs and practices that promote a positive learning environment. Not only do counselors, staff, and teachers provide ongoing personalized assistance to all students, but James Lick also offers the following programs and services: Camp Anytown, Motivation Assemblies, Community Partnerships, Tobacco Use Prevention Education Program, Peer Tutoring, Career Center, Tutor Center, Conflict Mediation, Multi-Service Team, and social work Interns.

In order to develop and reinforce positive character traits, James Lick has piloted a character education program that will be adopted for the 2006-07 school year. Furthermore, clearly delineated expectations for student behavior at the school and in the community are included in the Parent/Student Handbook, which is mailed to all families and reviewed by all teachers so that students understand and are held accountable for ethical behavior. Included in the handbook is James Lick's Sexual Harassment Policy, Anti-discrimination Policy, Family Educational rights & Policy Act, Guide for Grading, discipline Chart (indicating rule infraction consequences to ensure uniform adherence to the rules), District Policies Pertaining to Student Behavior, and James Lick's vision, mission, and ESLRs. Moreover, all teachers incorporate their expectations for positive character traits in their "green sheets", model appropriate behaviors, and integrate character education into their curricula. In addition to the above mentioned character development resources, teachers design lessons that require students to create a vision for their future. Students are expected to establish goals, create options, and take responsibility for pursuing their goals in a global society. As part of a global society, students learn to be responsible individuals, citizens, and global partners by donating their time to improve the welfare of others (e.g., CSF, NHS, and community service; Christmas Food Drive; peer counseling, etc.)

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06
Suspensions	23%	30%	26.2%	11.2%	7.9%	17.6%
Expulsions	0.4%	.01%	0.1%	0.2%	.018%	0.15%

III. School Facilities

School Facility Conditions and Improvements

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

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 1950, various areas of the campus and classrooms have undergone several major modernization renovations in 1967, 1997 and again in 2005.

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 2005-2007 school years, Measure G funds and state matching funds will be used in the ongoing renovation of school facilities. In the summer of 2007, the boys' and girls' locker rooms will begin renovations that should last for six months.

Current Renovations

James Lick has undergone the following ongoing renovations since 1992 to promote a positive learning and teaching environment:

Modern campus lighting, exterior and interior that is timed throughout the 24-hour cycle

New doors and hall sections that are in accordance with state and federal fire codes

New door locks for safety
 Campus lunch windows, gates, and covers to better serve students at lunch as well as to promote orderly and safe break and lunch periods
 New heating-HVAC systems
 Classroom renovations that include new carpeting, desks, lighting, expanded floor plans, integrated video, computer equipment and data lines
 New insulation and modern fire retardant materials throughout each classroom
 New quad benches and tables
 New plumbing in existing bathrooms
 New fire alarm system throughout the campus
 New school-wide public address system
 New football/soccer stadium and all weather field
 New all weather track
 New baseball diamond
 New radio and television studio for our new magnet program.
 New renovated, seeded, sprinkler system and designed P.E. Athletic fields that promote student participation in sports, physical education, and extra-curricular activities
 Total renovation of the administration and counseling offices

School Facility Conditions Good Repair Status

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Facility in Good Repair		Repair Needed and Action Taken or Planned
	Yes	No	
Gas Leaks	X		
Mechanical Systems		X	Locker room heat is not working. Was repaired on 01/05/07. Units will be replaced in summer of 2007.
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	A mouse was reported. The pest control company was called out to correct the problem. The problem was corrected.
Drinking Fountains (inside and outside)	X		
Restrooms	X		
Sewer	X		

Playground/School Grounds	X		
Other			

IV. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2003-04	2004-05	2005-06	2005-06
With Full Credential	50	51	50	1033
Without Full Credential	5	5	4	143
Teaching Outside Subject Area of Competence	0	0	0	---

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2004-05	2005-06	2006-07
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by NCLB Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	90.6	9.4
All Schools in District	87.0	13.0
High-Poverty Schools in District	0.0	0.0
Low-Poverty Schools in District	87.0	13.0

Substitute Teacher Availability

This section provides information about the availability of qualified substitute teachers and the impact of any difficulties in this area on the school's instructional program.

Finding and hiring qualified and effective substitute teachers is a critical problem for all East Side Union High School District schools. The current system is not effective or adequate to meet the needs of the local schools. The need for substitutes varies depending on the day of the week or the time of the year. Absences for illness, personal necessity leave, and professional development activities are all reasons that necessitate substitute teachers. When the need for substitutes exceeds the supply, the regular classroom teachers and administrators are called upon to fill in for the colleagues during their preparation period. Regardless of the reasons for calling in substitute teachers, the instructional program suffers when the regular teacher is absent. Consequently, every effort is made to minimize teacher absences.

All substitutes have a minimum of a Bachelor's Degree, have passed the California Basic Skills Test (CBEST), and hold the required credential to provide this service

Teacher Evaluation Process

This section provides information about the procedures and the criteria for teacher evaluations.

All teachers and staff are regularly evaluated. Formal teacher and staff evaluations are completed in accordance to district and bargaining unit regulations. First year teachers are evaluated at least twice during the school year, and all temporary and probationary teachers are evaluated annually. All tenured teachers are evaluated every other year. In addition, drop in observations are made at the discretion of school administrators. The overall purpose of the class visits and evaluations is to reinforce good teaching practices and to assist teachers who may need improvement. The administration promotes an open door policy and maintains a good rapport with the teaching staff.

V. Support Staff

Academic Counselors and Other Support Staff

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	3.0	356.0
Library Media Teacher (Librarian)	0.1	---
Library Media Services Staff (paraprofessional)	0.0	---
Psychologist	1.0	---
Social Worker	0.0	---
Nurse	.17	---
Speech/Language/Hearing Specialist	1.0	---
Resource Specialist (non-teaching)	0.0	---
Other	2.0	---

VI. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Publisher & Publication Date	School Board Approval Date	Aligned with California State Content Standards	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts				
English 1 – “The Language of Literature Ninth Grade”	McDougal Littell 2002	4/2004	Yes	0%
English 2 – “The Language of Literature 4 th Course”	McDougal Littell 2002	3/2005	Yes	0%
English 3 – “Timeless Voices Timeless Themes Am. Experience”	Prentice Hall/ 2000	6/2001	Yes	0%
English 4 – “The Language & Literature of The World”	McDougal Littell/2000	6/2002	Yes	0%
Composition & Literature – “Literature and Language Arts Third Course”	Holt/2003	6/2006	Yes	0%
Mathematics				
Algebra I – “Algebra 1”	Prentice Hall/ 2004	6/2004	Yes	0%
Geometry – “Geometry”	McDougal Littell/ 2007	6/2006	Yes	0%
Algebra II – “Integrated Mathematics 3”	McDougal Littell/ 1998	6/1998	Yes	0%
Math Analysis – “Precalculus With Limits”	Houghton Mifflin/ 2001	6/2001	Yes	0%
Calculus – “Calculus”	Houghton Mifflin/ 1998	6/2001	Yes	0%
Science				
Integrated Science 1 – “Spectrum Physical Approach/Science/Explorations”	Holt/2001, 03, 04	2/2001	Yes	0%
Biology – “Biology: Principles and Explorations”	Holt/1998	9/1998	Yes	0%
Chemistry – “Chemistry: Merrill/Glencoe”	Merrill/Glencoe/ 1998	Orig. approval predates IPC Rec.	Yes	0%
Physics – “Physics: Principles and Problems”	Merrill/Glencoe/ 1983, 95, 02	Orig. approval	Yes	

		predates IPC Rec.		
History-Social Science				
World History – “Modern World History”	McDougal-Littell/2003	5/2001	Yes	0%
US History – “The American Vision”	Glencoe/McGraw Hill/2006	7/2006	Yes	0%
American Government – “Magruder’s American Government”	Prentice Hall/1997	6/1998	Yes	0%
American Government – “We the People”	Center for Civic Education/2002	5/1990	Yes	0%
Economics – “Holt Economics”	Holt/2003	11/2002	Yes	0%
Economics – “Junior Achievement”	Junior Achievement Corp/	6/1986	Yes	0%
Foreign Language				
Spanish 1, 2, – Series “Realidades” 1 & 2	Prentice Hall/ 2004	5/2004	Yes	0%
French 1, 2 – Series “Discovering French” 1 & 2	McDougal Littell/ 2004	5/1994	Yes	0%
Spanish Speakers 2 – “Sendas Literarias 1”	Pearson Prentice Hall/1995	5/1995	Yes	0%
Spanish Speakers Language AP – “Abriendo Puertas: Tomo 1” & “Sendas Literarias 2”	McDougal Littell/ 2003 Pearson Prentice Hall/1996	* 5/1995	Yes	0%
Spanish Speakers Literature AP – “Abriendo Puertas: Tomo 1” & “Abriendo Puertas: Tomo 2”	McDougal Littell/ 2003	*	Yes	0%
English Language Development				
ELD – “Shining Star” Series (Keys to Learning thru Level C)	Pearson-Longman/2003	5/2005	Yes	0%
Science Supplies and Lab Equipment				
Each school received sufficient funds to purchase science supplies and lab equipment to meet deficiencies stated during Williams Settlement visitations.				

VII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2004-05)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$8,748	\$1,964	\$6,783	\$68,681
District	---	---	\$6074	\$\$67,720
Percent Difference - School Site and District	---	---	\$709	\$961
State	---	---	\$4,743	\$60,037
Percent Difference - School Site and State	---	---	\$2,040	\$8,644

Types of Services Funded

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

During the 2005-2006 school year, James Lick received categorical funds to support students with special needs. The following special programs are offered at the school:

- ◆ Adaptive Physical Education
- ◆ English Language Development Classes
- ◆ Economic Impact Aid
- ◆ Title I Program
- ◆ Gifted and Talented Education
- ◆ Special Education Classes
- ◆ School Psychologist
- ◆ CAHSEE Support Classes
- ◆ Central County Occupational Center
- ◆ Regional Occupation Program
- ◆ Saturday Parent Classes
- ◆ Section 504 Plan Services
- ◆ Limited English Proficient
- ◆ Multi-Service Team
- ◆ Speech Therapy
- ◆ Student Assistance Program

- ◆ Vocational Education
- ◆ Migrant Education Program
- ◆ After School Tutoring

Teacher and Administrative Salaries (Fiscal Year 2004-05)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries can 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/salaries0405.asp>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$44,393	\$37,671
Mid-Range Teacher Salary	\$75,604	\$63,121
Highest Teacher Salary	\$89,953	\$78,630
Average Principal Salary (High)	\$107,889	\$111,909
Superintendent Salary	\$236,920	\$163,061
Percent of Budget for Teacher Salaries	38.6	37.8
Percent of Budget for Administrative Salaries	4.6	5.2

VIII. Student Performance

California Standards Tests

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and proficiency level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

CST Results for All Students -- Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
English-Language Arts	18	18	20	33	38	39	36	40	42
Mathematics	4	8	10	16	19	22	34	38	40
Science	8	7	7	20	23	36	25	27	35
History-Social Science	13	14	10	27	31	30	29	32	33

CST Results by Student Group - Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	21	8	*	*
American Indian or Alaska Native	*	*	*	*
Asian	37	39	31	30
Filipino	33	16	20	13
Hispanic or Latino	17	7	4	7
Pacific Islander	*	*	*	*
White (Not Hispanic)	30	11	15	25
Male	20	10	9	12
Female	21	10	5	9
Economically Disadvantaged	19	10	5	11
English Learners	4	7	1	4
Students with Disabilities	3	5	3	5
Students Receiving Migrant Education Services	14	9	0	4

Norm-Referenced Test (NRT)

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at <http://star.cde.ca.gov/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

NRT Results for All Students -- Three Year Comparison

This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

Subject	School			District			State		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
Reading	32			47			43	41	42
Mathematics	35			53			51	52	53

California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding the California Physical Fitness Test, and comparisons of a school's test results to the district and state levels, can 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.

Grade Level	Percent of Students Meeting Fitness Standards
5	N/A
7	N/A
9	19.7%

IX. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

API Ranks -- Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2003-04	2004-05	2005-06
Statewide	1	2	2
Similar Schools	1	2	4

API Changes by Student Group -- Three Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			API Score
	2003-04	2004-05	2005-06	2006
All Students at the School	49	10	18	615
African American	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A
Hispanic or Latino	50	18	13	595
Pacific Islander	N/A	N/A	N/A	N/A
White (not Hispanic)	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	60	-27	22	595
English Learners	--	--	2	576
Students with Disabilities	--	--	N/A	N/A

State Award and Intervention Programs

This section will contain information about the school's participation in various state intervention and award programs only to the extent these programs were funded for the period addressed by this report.

James Lick High School is not an underperforming school requiring state intervention programs.
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Adequate Yearly Progress

The federal NCLB act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

AYP Overall and by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	No	No
Participation Rate - English-Language Arts	No	No
Participation Rate - Mathematics	No	No
Percent Proficient - English-Language Arts	Yes	No
Percent Proficient - Mathematics	Yes	No
API	Yes	Yes
Graduation Rate	No	No

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement Implementation	2000-2001	2004-2005
Year in Program Improvement	Year 4	Year 2
Number of Schools Currently in Program Improvement	---	2
Percent of Schools Currently in Program Improvement	---	11.8

X. School Completion and Postsecondary Preparation

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Indicator	School			District			State		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Dropout Rate (1-year)	5.7	8.7	7.5	3.0	4.0	7.5	3.2	3.3	3.1
Graduation Rate	70.5	65.3	65.1	89.6	86.6	80.5	86.7	85.3	84.9

Completion of High School Graduation Requirements

Beginning with the graduating class of 2006, students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2005-06 school year in the 12th grade, this table displays by student group the percent of students who

met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Due to the state's collection schedule for high school completion data, state level data for this reporting element will not be available for report cards published in the 2006-07 school year. Detailed information about the CAHSEE can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/hs/>. Note: "N/A" means that the student group is not numerically significant.

Group	Graduating Class of 2006		
	School	District	State
All Students	97%	98%	---
African American	N/A	98%	---
American Indian or Alaska Native	N/A	N/A	---
Asian	N/A	98%	---
Filipino	N/A	99%	---
Hispanic or Latino	96%	96%	---
Pacific Islander	N/A	95%	---
White (not Hispanic)	N/A	100%	---
Socioeconomically Disadvantaged	94%	95%	---
English Learners	88%	83%	---
Students with Disabilities	N/A	100%	---

Career Technical Education Programs

This section provides information about the degree to which pupils are prepared to enter the workforce, including a list of career technical education (CTE) programs offered at the school.

Technology is integrated in most curriculum areas to enhance instruction and provide opportunities for students to participate in project-based assignments that not only add depth and complexity to lessons, but also provide them with the skills that are necessary to compete for jobs in a technology-based society. Students acquire and improve their computer skills through the many opportunities available to them in their classrooms and in our three school computer labs.

Students have access to the Internet and utilize it for research purposes. Many instructors integrate technology in their instruction and require their students to utilize technology in the preparation and presentation of assignments. In addition, James Lick High School offers programs such as the computer applications, Yearbook, CCOC, and Work Experience that teach students the skills needed to be successful in college and the workplace.

Career Technical Education Participation

This table displays information about participation in the school's CTE programs.

Measure	CTE Program Participation
Number of Pupils	0
Percent of pupils completing a CTE program and earning a high school diploma	0%
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0%

Courses for University of California and/or California State University Admission

This table displays for the most recent year two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment and completion of courses required for UC/CSU admission can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Indicator	Percent
Students Enrolled in Courses Required for UC/CSU Admission	67.6
Graduates Who Completed All Courses Required for UC/CSU Admission	17.0

Advanced Placement Courses

This table displays for the most recent year the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science	0	---
English	1	---
Fine and Performing Arts	0	---
Foreign Language	2	---
Mathematics	2	---
Science	0	---
Social Science	1	---
All courses	6	3.1

College Admission Test Preparation Course Program

This section provides information about the school's college admission test preparation course program.

James Lick High School provides college admission test preparation through a collaborative effort with private test preparation programs and community agencies. In addition, the school's guidance department and teachers provide students with necessary college admission test preparation.

SAT Reasoning Test

This table displays the percent of the school's 12th grade students who voluntarily take the SAT Reasoning Test for college entrance, and the average verbal, math, and writing scores of those students. Detailed information regarding SAT results, and comparisons of these average scores to the district and state levels, can 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.*

Indicator	2004	2005	2006
Percent of Grade 12 Students Taking the Test	12.5	18.3	21.7
Average Verbal Score	441	441	437
Average Math Score	472	468	466
Average Writing Score	---	---	437

X. Instructional Planning and Scheduling

School Instruction and Leadership

This section provides information about the structure of the school's instructional program and the experience of the school's leadership team.

All instruction and school leadership are committed to raising student achievement, with a special focus on 9th and 10th graders and their performance in math and language arts. In 2003 James Lick High School was identified as an underperforming school by the California Department of Education, thus requiring state monitoring. An academic program survey was administered and the results analyzed to determine corrective actions. The James Lick Leadership Team was replaced by three administrators new to the school. They met daily to organize the implementation of the SAIT plan and, in addition, bi-monthly meetings were held with the School Assistance and Intervention Team (SAIT). The SAIT team monitored the implementation of all corrective actions listed in the SAIT Plan. The following is a summary of SAIT corrective actions that were the focus of school instruction and leadership:

1. Decision-making systems and processes need to be implemented at the site in order to improve student achievement.
2. Insuring all students have appropriate textbooks for core reading/language arts and mathematics programs as well as intervention programs.
3. Providing reading/language arts and mathematics professional development for teachers who have yet to be trained in state-approved training programs.
4. Improving the system for monitoring student achievement so that it builds upon a process of teacher collaboration resulting in assessment data that guides instruction.
5. Improving the support given teachers through direct coaching and other professional development opportunities.
6. Instituting the structure of pacing schedules so that there is coherent and consistent practice within all reading/language arts and mathematics classes.
7. Re-allocating funds to more fully support reading/language arts and mathematics goals.

With a goal of closing the achievement gap, James Lick teachers have dedicated a large part of

their collaboration time to aligning curriculum, instruction, and assessment strategies to the State's Content and Performance standards and school's ESLRs. To ensure that lessons are aligned to the standards and ESLRs, the staff has adopted the *Explicit Direct Instruction* methodology and uses the remainder of its collaboration time to share best practices lessons. As part of a cycle of continuous improvement, the staff consistently reviews curriculum, instruction, and assessment strategies to ensure that they are relevant, effective, and rigorous. Because James Lick is committed to supporting all students to achieve our standards, we regularly collect data regarding students' academic achievement and survey all stakeholders to determine their needs, satisfaction, and input regarding current services and programs. Based upon the collected data, a team of representative stakeholders, including students, teachers, parents, community, and social service agencies personnel regularly examine the causes, consequences, and interrelationships between these needs so that we can design strategies that address the unique needs of all of our students. Predicated upon these multiple data sources, we have modified curriculum and instructional strategies to address the needs of all students, including, but not limited to: academic, social and emotional support for students who are at-risk; special needs students; linguistically and culturally responsive academic support for our Limited English Proficiency and diverse student population; IEP-specific strategies to support the needs of our special needs students; health, mental health, and social support for our low-income youth; and enhanced programs for our gifted and talented (GATE) population.

The results of the hard work and cooperation with the SAIT team were positive with an increase of the API for two consecutive years totaling 59 points. This vast improvement allowed the school to be released from the SAIT process for the school year 2005-06. However, because the school did not meet its target for graduation rate, James Lick is still a program improvement school under the No Child Left Behind regulations.

The administrative leadership team consists of Bill Rice, Principal, Joel Herrera, Associate Principal of Educational Development, and Rick Esparza, Associate Principal of Attendance and Student Services. However, the entire staff, students, parents, and community are valued partners in the governance and decision-making processes. Because James Lick is a community collaborative, it offers its families, staff, students, and community a wide variety of options for contributing to the success of the school. Not only do parents and community representatives serve on School Site Council, but they also represent James Lick on the District Advisory Committee, the District English Learner Advisory Committee, District Safety Committee, and District Bond Oversight Committee. Moreover, James Lick's governance structure invites and values the multidimensional input provided by its stakeholders.

To increase student achievement, James Lick has adopted a data-driven cycle of inquiry approach to school improvement that impacts budget, curriculum, instruction, assessment, and student achievement and is implementing data-driven instruction by making data readily available to all teachers. Since the current data system is cumbersome and difficult to access, the District invested in a data management system, called the "Cruncher". Easily accessible and simple to use, the Cruncher allows teachers to access their students' performance data so that they can compare it to school-wide, district, state and national data to ascertain student performance and guide their efforts to individualize instruction, provide differentiated instruction that is responsive to the students' assessed needs and measure the effectiveness of their own instruction. The Cruncher also allows administrators to assess the effectiveness of curriculum and support intervention programs. In addition, Cruncher information regarding criterion-referenced test performance (STAR, SAT, CAHSEE, ACT, CELDT, AP tests, etc.), dropout data, college entrance and success data, district assessments (Northwest Evaluation Association—NWEA) and writing samples, suspension, referral, and attendance data, student work samples, authentic assessment data from project-based, inquiry-based, work-based, open-ended, and portfolio assignments, qualitative data to ascertain stakeholder satisfaction, observations of student performance, and technology proficiency assessments are used to measure whether all students are meeting the standards.

Professional Development

This section provides information about the program for training the school's teachers and other professional staff.

Under the SAIT process all math and language arts teachers received 80 hours of AB 466 staff development training. This training focused on effective use of the new textbooks that were aligned to state standards. In addition, all three administrators received 40 hours of AB 75 staff development. Professional development opportunities for staff members are multifaceted and clearly and consistently linked to the state's standards and the school's core values. Currently James Lick has a coherent, comprehensive plan for professional development that is data driven and directly linked to teaching and learning. The staff has approved a partnership with West Ed. to deliver the QTEL (Quality Teaching for English Learners) staff development program to all James Lick teachers. This is a four year program that began in the summer of 2006.

Not only do teachers and staff participate in staff development opportunities at the school, but they also take advantage of multiple professional development opportunities at the District. In addition, many teachers take professional growth classes at local colleges and universities and attend workshops offered by the Santa Clara County Office of Education. BTSA, PAR and new teacher orientation meetings support new instructors. The school has created and successfully implemented a collaboration model for professional development. School wide and departmental meetings are held regularly so that teachers can continue to work on professional development to support school-wide efforts to align curriculum with rigorous state content standards as well as to provide instructional support for literacy and differentiation to assure the achievement of all students. For example, in English, teachers are examining student work to ascertain effective standards-based instructional strategies, while in Physical Education, teachers are reviewing the *FitnessGram* data to establish effective instruction strategies for physical fitness instruction.

Instructional Minutes

This table displays a comparison of the number of instructional minutes offered at the school to the state requirement for each grade level.

Grade Level	Instructional Minutes	
	Offered	State Requirement
K		36,000
1		50,400
2		50,400
3		50,400
4		54,000
5		54,000
6		54,000
7		54,000
8		54,000
9	65,200	64,800
10	65,200	64,800
11	65,200	64,800
12	65,200	64,800

Minimum Days in School Year

This section provides 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.

For the 2005-06 school year there were a total of eight minimum days. Four days of 255 instructional minutes were used for staff development and another four days of 280 minutes were used for final exams.