



James Lick High School

57 North White Rd. • San Jose, CA, 95127 • 408.347.4400 • Grades 9-12

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2016-17 School Accountability Report Card Published During the 2017-18 School Year



East Side Union High School District

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District Governing Board

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Educational Services

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School Description

James Lick High School, founding school of the East Side Union High School District, opened its doors in 1950. The founding principles of the school were to focus on developing young adults to become impactful members of the Alum Rock and San Jose community through the focus on written communication, oral communication, and mathematical thinking and reasoning. While the demographics and times of have change in the past 68 years, the core values and dedication to serving the residents of East San Jose has not. In 2014, James Lick High School became James Lick High School - A New Tech School. James Lick is now part of a nationally recognized educational philosophy focused on preparing students for 21st century careers through the consistent focus around four major pillars: Communication, Collaboration, Agency and Growth Mindset. These pillars build on the founding members goals and aspirations.

Vision: James Lick students will be effective communicators, creative thinkers, collaborators, and problem solvers

Mission: James Lick will provide experiences and activities that promote communication, creative thinking, collaboration and problem solving

Driving Question: What makes James Lick High School, a New Tech School, a unique and effective learning environment for all learners? The work we do this year is both individual and as a collective staff. The individual work is all about how each staff member creates their own relationship with our students through their interactions, the activities and actions provided to the students and in the environments each staff creates for their students. As a group, we will define our success by growth around "the Ask" (described later).

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	282
Grade 10	318
Grade 11	260
Grade 12	260
Total Enrollment	1,120

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2
American Indian or Alaska Native	0.4
Asian	7.2
Filipino	6.6
Hispanic or Latino	78.9
Native Hawaiian or Pacific Islander	0.7
White	3.7
Two or More Races	0.4
Socioeconomically Disadvantaged	85.6
English Learners	19.6
Students with Disabilities	15.1
Foster Youth	0.4

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials			
James Lick High School	15-16	16-17	17-18
With Full Credential	51	57	48,833
Without Full Credential	6	5.3	3
Teaching Outside Subject Area of Competence	0	0	0
East Side Union High School District	15-16	16-17	17-18
With Full Credential	♦	♦	961.4
Without Full Credential	♦	♦	48.2
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
James Lick High School	15-16	16-17	17-18
Teachers of English Learners	1	0	0
Total Teacher Misassignments	1	0	0
Vacant Teacher Positions	1	2	2

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

In addition to the classroom textbooks, each student has access to a Chromebook in every classroom. In the cases where technology is required at home, students can check out a Chromebook and a new community wireless program was put in place in the fall of 2017 providing free wifi to any student in the James Lick High School Boundary.

Textbooks and Instructional Materials Year and month in which data were collected: October 2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>English 1 – “The Language of Literature” Grade 9 McDougal Littell 2002 English 2 – “The Language of Literature” Grade 10 McDougal Littell 2002 English 3 – “Timeless Voices Timeless Themes Am. Experience” Prentice Hall 2000 ERWC (English 4)-- Expository Reading and Writing Course Student Reader 2013 AP Composition and Language-- The Norton Reader AP Composition and Literature--The Intro to Literature</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Mathematics	<p>CCSS Math 1 – "Big Ideas Integrated Mathematics I," Big Ideas Learning, LLC 2016 CCSS Math 2 – "Big Ideas Integrated Mathematics II," Big Ideas Learning, LLC 2016 CCSS Math 3 – "Big Ideas Integrated Mathematics III," Big Ideas Learning, LLC 2016 Math Analysis – “Precalculus With Limits A Graphing Approach” Brooks/Cole Cengage Learning 2012 AP Calculus AB - Calculus w/Analytic Geometry, 9th ed: Houghton Mifflin Harcourt; 2010 Exploring Computer Science - ECS: Exploring Computer Science; Joanna Goode, Gail Chapman 2016</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Science	<p>Physiology- Holes Essentials of Anatomy and Physiology, McGraw Hill, 2002 Biology – Web of Life (ISBN:0201334402) Principles and Explorations (isbn:0030514339) Chemistry – “Chemistry” Merrill/Glencoe 1998 Physics – “Physics: Principles and Problems” Merrill/Glencoe 1983, 95, 02 AP Biology- AP Biology In Focus- Prentice Hall 2004 AP Chemistry- Chemistry The Central Science- Prentice-Hall 1991</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
History-Social Science	<p>World History – “Modern World History” McDougal-Littell 2003 US History – “The American Vision” Glencoe/McGraw Hill 2006 American Government – "Government Alive! Power, Politics and You" TCI 2014 Economics – “Econ Alive! The Power to Choose" TCI 2015 AP World History - "The Earth and Its Peoples AP Edition" Cengage Learning 2018 AP US History - "America's History for the AP Course" Bedford 2014 AP Government - "Government in America" Pearson Learning 2014 AP Macro/Micro Economics - "Economics (AP)" McGraw Hill 2014 AP Human Geography - "The Cultural Landscape: An Introduction" Prentice Hall 2014 AP Psychology - "Psychology for AP" Worth 2015 World Geography - "Geography Alive!" TCI 2011</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Foreign Language	<p>Textbooks and Instructional Materials in use are standards aligned and officially adopted</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Health	<p>Textbooks and Instructional Materials in use are standards aligned and officially adopted</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>

Textbooks and Instructional Materials Year and month in which data were collected: October 2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Visual and Performing Arts	Textbooks and Instructional Materials in use are standards aligned and officially adopted The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A Percent of students lacking their own assigned textbook: 0%

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements (Most Recent Year)

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.

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.

Age Of School Buildings and Modernization Projects

James Lick is proud to be the first high school of the East Side Union School District. James Lick honors the history of the site and values the needs of today's students. The main school campus was constructed in 1950. Since that time, various areas of the campus and classrooms have undergone modernization renovations in 1967, 1997, 2005, 2014, 2015, 2016 and again in 2016-17. James Lick benefits from recently remodeled kitchen facilities, locker rooms, the 100, 200 wing, the 300 wing and Gymnasium. We also have designed and created a new Fire Science Building, a new Child Development Center, and a new building with 8 classrooms and 3 technology spaces. We are in the process of designing and building a new swimming pool, weight room, Comet Studio and Student Success Center, .

Maintenance Projects

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

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 6/15/17				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			FYI Bld 900: The multi-purpose room is under construction and will be unaccessible until Summer 2018
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			

School Facility Good Repair Status (Most Recent Year)
 Year and month in which data were collected: 6/15/17

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
Safety: Fire Safety, Hazardous Materials	X				
Structural: Structural Damage, Roofs	X				FYI-Bld 200: The roof on this building is currently being replaced Bld 300: The roof on this building is currently being replaced Bld 400: The roof on this building is currently being replaced Bld 600: The roof on this building is currently being replaced Bld 700: The roof on this building is currently being replaced Bld 1200 Gymnasium: The roof on this building is currently being replaced Bld Administration: The roof on this building is currently being replaced Bld Bookrm: This building is under construction until Summer 2018..building surrounded with fencing. Bld P2 Portable CR: This building is under construction until Summer 2018..building surrounded with fencing. Bld P3 Portable CR: This building is under construction until Summer 2018..building surrounded with fencing.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X				
Overall Rating	Exemplary	Good	Fair	Poor	
	X				

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	51	58	61	63	48	48
Math	18	22	38	39	36	37

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	278	264	95.0	26.1
Male	142	133	93.7	25.6
Female	136	131	96.3	26.7
Asian	21	21	100.0	61.9
Filipino	21	21	100.0	38.1
Hispanic or Latino	216	206	95.4	20.9
White	11	9	81.8	22.2
Socioeconomically Disadvantaged	222	212	95.5	24.1
English Learners	59	57	96.6	3.5
Students with Disabilities	32	30	93.8	

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	25	26	50	49	60	56

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	13.4	35.5	43.9

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	243	236	97.12	57.63
Male	125	119	95.2	49.58
Female	118	117	99.15	65.81
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	20	20	100	90
Filipino	20	19	95	78.95
Hispanic or Latino	182	178	97.8	53.37
Native Hawaiian or Pacific Islander	--	--	--	--
White	12	11	91.67	45.45
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	204	198	97.06	57.58
English Learners	67	65	97.01	24.62
Students with Disabilities	32	28	87.5	7.14
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2016-17 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	243	236	97.12	22.03
Male	125	119	95.2	21.01
Female	118	117	99.15	23.08
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	20	20	100	55
Filipino	20	19	95	42.11
Hispanic or Latino	182	178	97.8	15.73
Native Hawaiian or Pacific Islander	--	--	--	--
White	12	11	91.67	36.36
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	204	198	97.06	22.73
English Learners	67	65	97.01	6.15
Students with Disabilities	32	28	87.5	3.57
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

The James Lick Community is made up of Students, Staff, and Parents. The parents of James Lick students have many opportunities to get involved with the school. Parents can start with attending the bi-monthly coffee talks or dessert discussions, hosted by the Principal and Parent and Community Specialist. The Parent Specialist also provides ongoing training around grading, technology, and community issues. Parents can serve in an advisory role as a member of the School Site Council, English Language Advisory Committee, James Lick Safety Committee, or the bond oversight committee. James Lick also offers a multitude of volunteer activities from helping with school activities, student project expos, Advanced Placement exams, outreach and parent to parent trainings. Parents wanting more information about these opportunities can reach out to Marcela Parrilla, the Parent and Community Specialist.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan

James Lick High School provides a safe environment in which students have the comfort and security necessary to pursue their social and academic goals. An Associate Principal, two advisors and a rotating team of teachers maintain a campus ready for students. Beyond an electronic campus supervision that operates around the clock, this security team monitors the campus during school hours. A member of the San Jose Police Department is also on site to support students. The school has also built relationships with many outside service agencies such as, Alum Rock Counseling Center, Starlight, Asian American Recovery Services, and Next Door Solutions.

Visitors are welcomed on campus and are asked to come to the front office for permission to be on campus and to register themselves as visitors.

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. The safety plan was last reviewed by the Safety Committee on April of 2016.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	3.7	2.9	7.6
Expulsions Rate	0.1	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	3.5	3.8	4.0
Expulsions Rate	0.0	0.0	0.1
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2000-2001	2004-2005
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	15	
Percent of Schools Currently in Program Improvement	71.4	

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	4
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	.5
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	1
Nurse	0
Speech/Language/Hearing Specialist	0
Resource Specialist	0
Other	0
Average Number of Students per Staff Member	
Academic Counselor	280

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Secondary)

Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
English	26	27	26	11	7	14	26	38	31	11		2
Mathematics	27	29	20	7	1	4	6	7	4	12	5	1
Science	29	27	24	5	3	13	18	34	27	11	1	1
Social Science	27	28	29	8	4	3	16	27	23	11	2	7

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Professional Development provided for Teachers

2017-2018 Professional Development Plan

Yearlong Focus:

The "Ask"

The Ask is our year-long focus on identifying three high level strategies to evaluate how students are interacting with PBL/PrBL in each of their classes. The Ask is part of our renewed focus on providing non-evaluative, constructive, and timely feedback for teachers in order to improve our practice. The professional development time during the year will utilize the best practices within our building and share those experiences with the staff. Having a limited staff focus will result in more impactful academic changes and will allow space and time for development of a richer and more intentional school culture.

The decision to focus on Driving Questions, Knows/Need to Knows, and Rubrics was decided on the basis that these are three high impact strategies that also speak to the three phases of PBL.

The mechanisms for evaluating the success of these three foci will be the instructional round tool. The primary action will be centered on students being asked about all or any of the three areas of the Ask. The results of these conversations will be shared with the teacher, immediately.

Staff Structures/Groups: Teachers receive specialized Professional Development based on what type of teaching structure they are working in

Singletons - Teachers teaching a single subject, but fully implementing PBL and/or PrBL in the classroom (this would be all teachers)

Cohorts - Singleton teachers working together in groups of 2-4 for a limited period of time on a combined project. Teachers who teach during the same period would meet to develop and implement a project. During the implementation of the project, the teachers would bring the classes together for project development, review and final demonstration.

Single Class Co-Teaching - this has two aspects:

- o SPED Co-Teaching - A SPED teacher and a mainstream teacher would combine to teach a single subject with 29 students. The population of the class would be made up of students who have IEPs and mainstream students. This would serve as a experimental ground for developing scaffolding techniques for struggling students. An additive bonus is that it provides a middle step for SPED students who are not ready for an interdisciplinary course but a singleton basic course would not serve their needs

- o Single Period Co-Teaching - two teachers who want to combine two subjects for a single period. An example of this would be our current Spanish 3/Spanish for Heritage Speakers course. Other possible examples could be a Yearbook-Multimedia 2/3 course. While the teachers would co-teach the course and plan together, the grading would be separate.

- Interdisciplinary Courses - made up of two or three teachers teaching two subjects. The goal would be offer as many of these courses as possible but based on a balance between teacher desire and student need - resulting in an oscillating number of interdisciplinary courses each year.

PD Support for Teacher Groups

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$54,131	\$50,221
Mid-Range Teacher Salary	\$88,881	\$83,072
Highest Teacher Salary	\$109,686	\$104,882
Average Principal Salary (ES)		
Average Principal Salary (MS)		\$128,094
Average Principal Salary (HS)	\$145,985	\$146,114
Superintendent Salary	\$273,721	\$226,121
Percent of District Budget		
Teacher Salaries	36%	34%
Administrative Salaries	4%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

Categorical funds are directed to assist those learners who perform below grade level in the areas of Language Arts and Mathematics. In class support is provided for freshman and sophomores who are below grade level. Language Arts coaches routinely meet with teachers to ensure that the instructional program is infused with the strategies necessary to move students toward standards mastery. Language Art Coaches at the freshmen and sophomore level regularly participate in the design and implementation of the English curriculum and tie support directly to the daily tasks.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
James Lick High School	2013-14	2014-15	2015-16
Dropout Rate	15.5	20	12.9
Graduation Rate	82.94	76.08	84.55
East Side Union High School District	2013-14	2014-15	2015-16
Dropout Rate	12	11.7	10
Graduation Rate	82.86	83.03	85
California	2013-14	2014-15	2015-16
Dropout Rate	11.5	10.7	9.7
Graduation Rate	80.95	82.27	83.77

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	82
% of pupils completing a CTE program and earning a high school diploma	N/A
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$9,926	\$1,612	\$8,313	\$84,105
District	♦	♦	\$7,573	\$87,300
State	♦	♦	\$6,574	\$82,770
Percent Difference: School Site/District			9.8	-0.7
Percent Difference: School Site/ State			46.4	8.1

* Cells with ♦ do not require data.

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2016-17 Students Enrolled in Courses Required for UC/CSU Admission	97.86
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	25.12

* Where there are student course enrollments.

2016-17 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		♦
English	2	♦
Fine and Performing Arts	1	♦
Foreign Language	2	♦
Mathematics	2	♦
Science	1	♦
Social Science	2	♦
All courses	10	29.1

Completion of High School Graduation Requirements

Group	Graduating Class of 2016		
	School	District	State
All Students	82.86	83.9	87.11
Black or African American	100	83.52	79.19
American Indian or Alaska Native	100	78.95	80.17
Asian	84.62	94	94.42
Filipino	100	93.32	93.76
Hispanic or Latino	79.35	75.63	84.58
Native Hawaiian/Pacific Islander	0	93.75	86.57
White	93.33	90.95	90.99
Two or More Races	0	87.14	90.59
Socioeconomically Disadvantaged	66.67	60.06	63.9
English Learners	50.98	48.6	55.44
Students with Disabilities	80.93	79.67	85.45
Foster Youth	0	39.02	68.19

Career Technical Education Programs

Currently, two groups of students participate in the Fire Service Pathway. An increasing number of students participate in the Silicon Valley Career Technical Education program for vocational readiness. Both our Fire Service Pathway and SVCTE are A-G eligible and count towards college entrance requirements.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.