

School Accountability Report Card Reported for School Year 2002-2003

Published During 2003-2004

Notes regarding the source and currency of data:

Data included in this School Accountability Report Card (SARC) are consistent with State Board of Education guidelines, which are available at the California Department of Education Web site at <http://www.cde.ca.gov/ope/sarc/data.htm>. Most data presented in this report were collected from the 2002-03 school year or from the two preceding years (2000-01 and 2001-02). Due to the certification timelines for graduation, dropout, and fiscal information, the data for these sections of the report were collected in 2001-02. A glossary of terms is available at <http://www.cde.ca.gov/demographics/glossary>.

| School Information | | District Information | |
|-------------------------|-------------------------|-------------------------|---------------------------|
| School Name | Lick (James) High | District Name | East Side Union High |
| Principal | Bill Rice | Superintendent | Esperanza Zendejas, Ed.D. |
| Street | 57 N. White Road | Street | 830 N. Capitol Ave. |
| City, State, Zip | San Jose, CA 95127-1933 | City, State, Zip | San Jose, CA 95133-1316 |
| Phone Number | 408.347.4400 | Phone Number | 408.347.5000 |
| FAX Number | 408.347.4415 | FAX Number | 408.347.5045 |
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School Description and Mission Statement

School Description

Situated in the East San Jose foothills, James Lick High School was built in 1950 and is the oldest of the eleven high schools in the East Side Union High School District. A four million dollar plant renovation, finished in 1997, allowed staff and students to enter the new millennium with a new science wing, a new photo lab, and a revitalized communication magnet program. Most of the classrooms are completely renovated. Every regular 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 social services to students and their families.

Classroom renovations, the introduction of new programs, and an influx of new teachers has invigorated a staff that already enjoyed a feeling of closeness.

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.

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 continue learning, to pursue post-secondary education, to compete in a changing job market, and to participate in a multicultural and democratic society

Expected Schoolwide Learning Results

James Lick Comets will:

- Be effective communicators and critical thinkers
- Attain their highest academic achievement
- Develop and maintain a safe, caring learning environment

Opportunities for Parental Involvement

| Contact | Person Name | Contact Person Phone Number |
|------------------------------|-----------------|-----------------------------|
| School Site Council | Karyn Neijhar | 408.347.4400 |
| Bilingual Parent Advisory | Theresa Heger | 408.347.4400 |
| Puente | Veronica Flores | 408.347.4446 |
| Safety Committee | Kat Hannah | 408.347.4430 |
| Activities | Karyn Neijhar | 408.347.4450 |
| English for Spanish Speakers | Mildred Llanos | 408.347.4448 |

I. Demographic Information

Student Enrollment, by Grade Level

Data reported are the number of students in each grade level as reported by the California Basic Educational Data System (CBEDS).

| Grade Level | Enrollment |
|-------------------------|-------------|
| Grade 9 | 297 |
| Grade 10 | 287 |
| Grade 11 | 266 |
| Grade 12 | 256 |
| Ungraded Secondary | |
| Total Enrollment | 1106 |

Student Enrollment, by Ethnic Group

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

| Racial/Ethnic Category | Number of Students | Percent of Students | Racial/Ethnic Category | Number of Students | Percent of Students |
|----------------------------------|--------------------|---------------------|-------------------------|--------------------|---------------------|
| African-American | 37 | 3.0 | Hispanic or Latino | 874 | 70.7 |
| American Indian or Alaska Native | 12 | 1.0 | Pacific Islander | 4 | 0.3 |
| Asian | 92 | 7.4 | White (Not Hispanic) | 153 | 12.4 |
| Filipino | 64 | 5.2 | Multiple or No Response | 1 | 0.1 |

II. School Safety and Climate for Learning

School Safety Plan

| | | | |
|---|--------------------------|---------------------------------------|------------------------|
| Date of Last Review/Update | February 25, 2002 | Date Last Discussed with Staff | August 28, 2001 |
| <p>The James Lick High School community—students, teachers, staff, administrators, parents and neighbors— work cooperatively to maintain a safe campus and neighborhood. Local law enforcement agencies, parents, students and the school staff continually update and refine the school safety plan. This plan addresses all aspects of safety—from violence prevention to earthquake preparedness.</p> <p>Several emergency drills are held throughout the year. These drills provide students and staff with opportunities to practice duck and cover techniques, evacuating the buildings and dealing with hostile intruders.</p> <p>Besides providing a safe environment, the district and school strive to house students in a clean and comfortable setting. Thanks to the recent renovations, the campus has a fresh appearance. The custodial staff works to keep the facility as clean and new as possible.</p> | | | |

School Programs and Practices that Promote a Positive Learning Environment

| |
|---|
| <p>STATUS</p> <p>James Lick High School has a clear, concise and publicized discipline code that is in direct alignment with the district policy, state, local and federal codes. The common dress policy, the campus evacuation routes, discipline chart, campus emergency procedures and other pertinent information is posted in a visible place that all students can see and follow in every classroom..</p> <p>The attendance office monitors all students closely regarding absences and tardies through:</p> <ul style="list-style-type: none"> • parent calls • maintenance of student folders • efficient student logs, advance admits, notes and records • advisor, liaison and administration student monitoring, discipline and positive attendance promotion • parent/teacher/student conferences • immediate referral response <p>A clear, concise attendance and tardy policy exists on the campus and the entire staff including students and parents are expected to follow and uphold this policy</p> |
|---|

Suspensions and Expulsions

Data reported are the number of suspensions and expulsions (i.e., the total number of incidents that result in a suspension or expulsion). The rate of suspensions and expulsions is the total number of incidents divided by the school's total enrollment as reported by CBEDS for the given year. In unified school districts, a comparison between a particular type of school (elementary, middle, high) and the district average may be misleading. Schools have the option of comparing their data with the district-wide average for the same type of school.

| | School | | | District | | |
|------------------------------|--------|------|-------|----------|------|-------|
| | 2001 | 2002 | 2003 | 2001 | 2002 | 2003 |
| Number of Suspensions | 138 | 116 | 308 | 2101 | 2109 | 2621 |
| Rate of Suspensions | 9% | 8.6% | 25.0% | 9% | 9.3% | 11.2% |
| Number of Expulsions | 1 | 2 | 5 | 31 | 31 | 47 |
| Rate of Expulsions | 0.1% | 0.2% | 0.4% | 0.1% | 0.1% | 0.2% |

School Facilities

The campus has undergone a renovation process since 1992, classrooms have remodeled the campus facilities have been modernized to promote positive learning and teaching environments.

- Modern-adequate campus lighting, exterior and interior, that is timed throughout a 24-hour period.
- New doors and hall sections that are in accordance with state and federal fire codes.
- New door locks for safety.
- Addition of campus lunch windows, grates and covers to better serve student lunch program, thus promoting 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 gym bleachers, lighting, and doors.
- New renovated, seeded, sprinkler system and designed P.E. Athletic fields that promote student participation in sports, physical education, and extra- curricular activities.

Maintenance Efforts

Although the campus has been renovated, no new bathroom facilities were added. Additionally, although the campus has expanded in size and services, the maintenance-janitorial department has not been expanded in personnel. Community and after school services also continue to increase.

Every effort is being made to maintain, improve and repair the campus facilities that serve students throughout the day. They include but are not limited to:

- campus clean-up
- bathroom maintenance-service
- quad cleanup – maintenance
- playgrounds/fields maintenance-service
- physical plant/building maintenance-service
- classroom maintenance-service and repair
- graffiti, vandalism and litter cleanup, removal and repair

The current status of these efforts is good and continues to improve; close supervision and accountability of maintenance/janitorial services are currently being implemented as well as strict supervision, monitoring and accountability of all staff, with strong support systems, in order to improve the aforementioned.

III. Academic Data

Standardized Testing and Reporting (STAR)

Through the California Standardized Testing and Reporting (STAR) Program, students in grades 2-11 are tested annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) in English-language arts and mathematics in grades 2-11, science and history/social science in grades 9-11, and a norm-referenced test, which tests reading, language, and mathematics in grades 2-11, spelling in grades 2-8, and science in grades 9-11.

| History/Social Science | | | | | | | |
|------------------------|-----|-----|-----|-----|-----|-----|-----|
| Proficient or Advanced | 14 | | 8 | 15 | 6 | | 17 |
| Not Tested | --- | --- | --- | --- | --- | --- | --- |

CST - Subgroups

Data reported are the percent of students achieving at the proficient or advanced level (meeting or exceeding the state standard) and percent not tested. For mathematics, science, and history/social science, data regarding the percent not tested, by grade level and subgroup, are available at <http://star.cde.ca.gov/>.

| Performance Level | Male | Female | English Learners | Socioeconomically Disadvantaged | | Students With Disabilities | | Migrant Education Services |
|------------------------|------|--------|------------------|---------------------------------|-----|----------------------------|-----|----------------------------|
| | | | | Yes | No | Yes | No | |
| English Language Arts | | | | | | | | |
| Proficient or Advanced | 13 | 20 | 4 | 9 | 18 | 1 | 18 | |
| Not Tested | 5 | 5 | 8 | 10 | 3 | 6 | 5 | |
| Mathematics | | | | | | | | |
| Proficient or Advanced | 4 | 5 | 3 | 5 | 4 | 0 | 5 | |
| Not Tested | --- | --- | --- | --- | --- | --- | --- | --- |
| Science | | | | | | | | |
| Proficient or Advanced | 6 | 8 | 3 | 7 | 7 | 1 | 8 | |
| Not Tested | --- | --- | --- | --- | --- | --- | --- | --- |
| History/Social Science | | | | | | | | |
| Proficient or Advanced | 10 | 7 | 4 | 10 | 8 | 4 | 9 | |
| Not Tested | --- | --- | --- | --- | --- | --- | --- | --- |

Norm-Referenced Test (NRT)

Reading and mathematics results from the Norm-Referenced Test (NRT), adopted by the State Board of Education (this was the Stanford 9 test up until 2003, but was changed to the California Achievement Test, Sixth Edition for 2003), are reported for each grade level as the percent of tested students scoring at or above the 50th percentile (the national average). School results are compared to results at the district and state levels. Detailed information regarding results for each grade level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

NRT - All Students

Data reported are the percent of students scoring at or above the 50th percentile.

| Subject | School | | | District | | | State | | |
|-------------|--------|------|------|----------|------|------|-------|------|------|
| | 2001 | 2002 | 2003 | 2001 | 2002 | 2003 | 2001 | 2002 | 2003 |
| Reading | 14 | 19 | 30 | 29 | 31 | 46 | 44 | 45 | 43 |
| Mathematics | 28 | 34 | 28 | 50 | 53 | 51 | 53 | 55 | 50 |

NRT - Racial/Ethnic Groups

Data reported are the percent of students scoring at or above the 50th percentile.

| Subject | African-American | American Indian or Alaska Native | Asian | Filipino | Hispanic or Latino | Pacific Islander | White (not Hispanic) |
|-------------|------------------|----------------------------------|-------|----------|--------------------|------------------|----------------------|
| Reading | 29 | | 40 | 42 | 27 | | 39 |
| Mathematics | 15 | | 62 | 47 | 22 | | 39 |

NRT - Subgroups

Data reported are the percent of students scoring at or above the 50th percentile.

| Subject | Male | Female | English Learners | Socioeconomically Disadvantaged | | Students With Disabilities | | Migrant Education Services |
|-------------|------|--------|------------------|---------------------------------|----|----------------------------|----|----------------------------|
| | | | | Yes | No | Yes | No | |
| Reading | 23 | 38 | 16 | 23 | 32 | 5 | 34 | |
| Mathematics | 27 | 30 | 19 | 30 | 28 | 3 | 32 | |

Local Assessment

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

| Grade Level | Reading | | | Writing | | | Mathematics | | |
|-------------|---------|------|------|---------|------|------|-------------|------|------|
| | 2001 | 2002 | 2003 | 2001 | 2002 | 2003 | 2001 | 2002 | 2003 |
| 9 | | | 16% | | | | | | 30% |
| 10 | | | 19% | | | | | | 22% |
| 11 | | | 11% | | | | | | 14% |
| 12 | | | 20% | | | | | | 9% |

California Physical Fitness Test

Data reported are the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards). Detailed information regarding the California Physical Fitness Test may be found at the California Department of Education Web site at <http://www.cde.ca.gov/statetests/pe/pe.html>.

Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

| Grade Level | School | | | District | | | State | | |
|-------------|--------|--------|------|----------|--------|------|-------|--------|------|
| | Total | Female | Male | Total | Female | Male | Total | Female | Male |
| 9 | 20.4 | 16.0 | 23.9 | 23.5 | 20.9 | 25.9 | 24.8 | 23.3 | 26.2 |

Academic Performance Index (API)

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

Growth Targets: The annual growth target for a school is 5 percent of the distance between its Base API and 800. The growth target for a school at or above 800 is to remain at or above 800. Actual growth is the number of API points a school gained between its base and growth years. Schools that reach their annual targets are eligible for awards. Schools that do not meet their targets and have a statewide API rank of one to five are eligible to participate in the Immediate Intervention/Underperforming Schools Program (II/USP), which provides resources to schools to improve their academic achievement. There was no money allocated to the II/USP Program in 2002 or 2003.

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

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

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

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

API criteria are subject to change as new legislation is enacted into law. Detailed information about the API and the Public Schools Accountability Act (PSAA) can be found at the California Department of Education Web site at <http://www.cde.ca.gov/psaa/api/> or by speaking with the school principal.

Schoolwide API

| API Base Data | | | | API Growth Data | | | |
|----------------------|------|------|------|------------------|-------------------|-------------------|-------------------|
| | 2000 | 2001 | 2002 | | From 2000 to 2001 | From 2001 to 2002 | From 2002 to 2003 |
| Percent Tested | 92 | 100 | 95 | Percent Tested | 100 | 95 | 91 |
| API Base Score | 518 | 513 | 524 | API Growth Score | 513 | 517 | 520 |
| Growth Target | 14 | 14 | 14 | Actual Growth | -5 | 4 | -4 |
| Statewide Rank | 2 | 2 | 1 | | | | |
| Similar Schools Rank | 5 | 3 | 1 | | | | |

API Subgroups - Racial/Ethnic Groups

| API Base Data | | | | API Growth Data | | | |
|---|------|------|------|---|-------------------|-------------------|-------------------|
| | 2000 | 2001 | 2002 | | From 2000 to 2001 | From 2001 to 2002 | From 2002 to 2003 |
| African-American | | | | African-American | | | |
| API Base Score | | | | API Growth Score | | | |
| Growth Target | | | | Actual Growth | | | |
| American Indian or Alaska Native | | | | American Indian or Alaska Native | | | |
| API Base Score | | | | API Growth Score | | | |
| Growth Target | | | | Actual Growth | | | |
| Asian | | | | Asian | | | |
| API Base Score | | | | API Growth Score | | | |
| Growth Target | | | | Actual Growth | | | |
| Filipino | | | | Filipino | | | |
| API Base Score | | | | API Growth Score | | | |
| Growth Target | | | | Actual Growth | | | |

| Hispanic or Latino | | | | Hispanic or Latino | | | |
|----------------------|-----|-----|-----|----------------------|-----|-----|-----|
| API Base Score | 474 | 485 | 487 | API Growth Score | 484 | 480 | 493 |
| Growth Target | 11 | 11 | 11 | Actual Growth | 10 | -5 | 6 |
| Pacific Islander | | | | Pacific Islander | | | |
| API Base Score | | | | API Growth Score | | | |
| Growth Target | | | | Actual Growth | | | |
| White (Not Hispanic) | | | | White (Not Hispanic) | | | |
| API Base Score | 626 | 602 | 615 | API Growth Score | 605 | 620 | |
| Growth Target | 11 | 11 | 11 | Actual Growth | -21 | 18 | |

API Subgroups - Socioeconomically Disadvantaged

| API Base Data | | | | API Growth Data | | | |
|----------------|------|------|------|------------------|-------------------|-------------------|-------------------|
| | 2000 | 2001 | 2002 | | From 2000 to 2001 | From 2001 to 2002 | From 2002 to 2003 |
| API Base Score | 467 | 471 | 464 | API Growth Score | 467 | 453 | 497 |
| Growth Target | 11 | 11 | 11 | Actual Growth | 0 | -18 | 33 |

Awards and Intervention Programs

Eligibility for statewide award or intervention programs is based on API growth data from the previous academic year.

The Immediate Intervention/Underperforming Schools Program was not funded for the year 2002 or 2003.

| School | | | | District | | | | |
|--|------|------|------|---|------|------|------|--|
| Federal Programs | 2001 | 2002 | 2003 | Federal Programs | 2001 | 2002 | 2003 | |
| Recognition for Achievement (Title 1) | No | No | No | Number of Schools Identified for Program Improvement | 4 | 0 | 0 | |
| Identified for Program Improvement (Title 1) | No | No | No | Percent of Schools Identified for Program Improvement | 25.0 | 0.0 | 0.0 | |
| Exited Title 1 Program Improvement | No | No | No | | | | | |
| Years Identified for Program Improvement | 2 | 3 | 4 | | | | | |
| California Programs | 2001 | 2002 | 2003 | | | | | |
| Eligible for Governor's Performance Award | No | No | No | | | | | |
| Eligible for II/USP | No | --- | --- | | | | | |
| Applied for II/USP Funding | No | --- | --- | | | | | |
| Received II/USP Funding | No | --- | --- | | | | | |

Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards-based assessments by 2014. In order to achieve this goal and meet annual performance objectives, districts and schools must improve each year according to set requirements. Data reported show whether all groups of students in the school made Adequate Yearly Progress (AYP). Detailed information about AYP can be found at the California Department of Education Web site at <http://www.cde.ca.gov/ayp/> or by speaking with the school principal.

| Groups | School | | | District | | |
|----------------------------------|--------|------|------|----------|------|------|
| | 2001 | 2002 | 2003 | 2001 | 2002 | 2003 |
| All Students | --- | --- | Yes | --- | --- | Yes |
| African American | --- | --- | N/A | --- | --- | Yes |
| American Indian or Alaska Native | --- | --- | N/A | --- | --- | N/A |
| Asian | --- | --- | N/A | --- | --- | Yes |
| Filipino | --- | --- | N/A | --- | --- | Yes |
| Hispanic or Latino | --- | --- | No | --- | --- | Yes |
| Pacific Islander | --- | --- | N/A | --- | --- | N/A |
| White (not Hispanic) | --- | --- | N/A | --- | --- | Yes |
| Socioeconomically Disadvantaged | --- | --- | Yes | --- | --- | Yes |
| English Learners | --- | --- | No | --- | --- | Yes |
| Students with Disabilities | --- | --- | No | --- | --- | No |

IV. School Completion (Secondary Schools)

California High School Exit Exam (CAHSEE)

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

These data are not required to be reported until 2006 when they can be reported for the entire potential graduating class. When implemented, the data will be disaggregated by special education status, English language learners, socioeconomic status, gender, and ethnic group.

Dropout Rate and Graduation Rate

Data reported regarding progress toward reducing dropout rates over the most recent three-year period include: grade 9-12 enrollment, the number of dropouts, and the one-year dropout rate as reported by CBEDS. The formula for the one-year dropout rate is (Grades 9-12 Dropouts divided by Grades 9-12 Enrollment) multiplied by 100. The graduation rate, required by the federal No Child Left Behind Act (NCLB), is calculated by dividing the number of high school graduates by the sum of dropouts for grades 9 through 12, in consecutive years, plus the number of graduates.

| | School | | | District | | | State | | |
|-----------------------|--------|------|------|----------|-------|-------|---------|---------|---------|
| | 2000 | 2001 | 2002 | 2000 | 2001 | 2002 | 2000 | 2001 | 2002 |
| Enrollment (9-12) | 1408 | 1459 | 1341 | 24577 | 24282 | 23664 | 1703492 | 1735576 | 1772417 |
| Number of Dropouts | 108 | 119 | 101 | 840 | 601 | 438 | 47282 | 47899 | 48454 |
| Dropout Rate (1-year) | 7.7 | 8.2 | 7.5 | 3.4 | 2.5 | 1.9 | 2.8 | 2.8 | 2.7 |
| Graduation Rate | 72.1 | 75.9 | 66.1 | 82.5 | 82.6 | 83.8 | 85.9 | 86.7 | 86.9 |

V. Class Size

Average Class Size and Class Size Distribution

Data reported are the average class size and the number of classrooms that fall into each category (i.e., number of students), by grade level, as reported by CBEDS.

Class size in the East Side Union High School District varies by subject from an average of twenty or less in reading classes, ELD, and 9th grade Opportunity classes to forty-two or less in physical education. The specific class size by subject area is established by a contractual agreement between the East Side teachers' Association and the school district.

It is each school's responsibility to monitor class size at that site and to maintain class averages at or below the agreed upon numbers. Where class size exceeds the subject average, a monetary penalty is assessed against the school district.

The typical teaching load for a full-time teacher is five classes plus a preparation period, with one to three subject level preparations. Teachers with less than a full-time contract have a proportionately lower teaching load.

Instructional Aides for ELD are provided through State and Federal Supplementary Funds to assist in Math, Sheltered Science, Sheltered world History, Sheltered Keyboarding and various ELD courses, Instructional Aides are provided through Special Education funds for all special Education classes. The district participates in the federal and state class size reduction programs enabling all ninth grade English classes to be loaded at a ratio of 20 to 1 and 9th grade math and science at 20 to 1 or 25 to 1.

Average Teaching Load and Teaching Load Distribution

Data reported are the average class size and the number of classrooms that fall into each size category (i.e., number of students), by subject area as reported by CBEDS.

| Subject | 2001 | | | | 2002 | | | | 2003 | | | |
|-----------------------|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|
| | Avg. Class Size | Number of Classrooms | | | Avg. Class Size | Number of Classrooms | | | Avg. Class Size | Number of Classrooms | | |
| | | 1-22 | 23-32 | 33+ | | 1-22 | 23-32 | 33+ | | 1-22 | 23-32 | 33+ |
| English | 23.41 | 33 | 34 | 2 | 20.73 | 44 | 34 | 2 | 22.94 | 24 | 28 | 1 |
| Mathematics | 25.75 | 10 | 33 | 1 | 28.46 | 3 | 24 | 8 | 20.98 | 22 | 21 | 3 |
| Science | 23.57 | 25 | 18 | 4 | 27.11 | 10 | 21 | 4 | 24.57 | 20 | 14 | 3 |
| Social Science | 29.95 | 2 | 29 | 6 | 29.30 | 4 | 15 | 11 | 26.44 | 8 | 21 | 5 |

VI. Teacher and Staff Information

Teacher Credentials

Data reported are the number of teachers (full-time and part-time). Each teacher is counted as '1'. If a teacher works at two schools, he/she is only counted at one school. Data are not available for teachers with a full credential and teaching outside his/her subject area.

| | 2001 | 2002 | 2003 |
|--|------|------|------|
| Total Teachers | 70 | 67 | 66 |
| Teachers with Full Credential (full credential and teaching in subject area) | 48 | 45 | 45 |
| Teachers Teaching Outside Subject Area (full credential but teaching outside subject area) | | | |
| Teachers with Emergency Credential (includes District Internship, University Internship, Pre-Interns, and Emergency Permits) | 23 | 22 | 20 |
| Teachers with Waivers (does not have credential and does not qualify for an Emergency Permit) | 1 | 1 | 3 |

Highly Qualified Teachers

The No Child Left Behind Act (NCLB) requires local educational agencies (LEAs) to report specific data regarding highly qualified teachers. As of December of 2003, the State Board of Education (SBE) had not approved a definition for use in reporting data pertaining to highly qualified teachers. Therefore, the requirement that LEAs include these data will not apply to reports published during the 2003-04 school year.

The State Board of Education is scheduled to approve a definition for "highly qualified teacher" in 2004. Once approved, LEAs will be required to use the definition to provide data on report cards published during the 2004-05 school year.

Professional Qualifications of Teachers

Of the 60 certificated teaching staff, one is temporary, two are interns, ten are probationary, and forty-seven are tenured. Only the temporary teacher is not teaching in his/her subject area.

Teacher Evaluations

All teachers and staff are regularly evaluated. Formal written evaluations are required for permanent teachers every other year. Probationary and temporary teachers are evaluated annually.

Substitute Teachers

The East Side Union High School District has developed a large pool of qualified substitute teachers. When teachers are absent for illness or personal emergencies or need to participate in special professional training activities, substitute teachers are sent to cover classes.

However, to maintain the quality of the instructional program, every effort is made to minimize teacher absences.

Counselors and Other Support Staff

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equals one FTE.

| Title | FTE |
|------------------------------------|-----|
| Counselor | 3 |
| Librarian | 1 |
| Psychologist | 1 |
| Social Worker | |
| Nurse | |
| Speech/Language/Hearing Specialist | |
| Resource Specialist (non-teaching) | |
| Other | 2 |

Academic Counselors

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equals one FTE. The ratio of students per academic counselor is defined as enrollment as reported by CBEDS divided by the full-time-equivalent academic counselors.

| Number of Academic Counselors (FTE) | Ratio of Students Per Academic Counselor |
|-------------------------------------|--|
| 3 | 367 |

VII. Curriculum and Instruction

School Instruction and Leadership

James Lick High School has made considerable progress towards aligning state standards and content standards. In science and math, the Integrated Science 1 & 2 and Math 1 & 2 the course is divided into 6 grading periods with specified standards aligned curriculum that is taught by every teacher. At the end of each grading period, students are assessed with a standards test. Students must pass with 75% proficiency. Students who do not master the standard meet with an instructor during the 2- 3 p.m. tutorial period for recovery. In the language arts department, content assignment in English 1 is aligned with the state standards. The social studies is currently working on aligning its curriculum with the state standards.

Every administrator, literacy coach, technology coordinator, MST, and staff development coordinator is invited to participate on the leadership team which meets weekly to discuss, not only, the every day operations of the school, but what impact we are having in order to support students and teachers in the classroom to meet their goals. In addition to meeting weekly, administrators are in classrooms on a regular basis. Each administrator commits to at least 10 short visits per week in addition to the regular evaluation process. The objective of the short visits is to address the effectiveness of the California Teaching Standards in each classroom and also to evaluate the effectiveness of the California Content Standards for each curricular area. The teacher is given a copy of the notes taken by the administrator commending them and reaffirming our commitment for support for student success. Teachers are encouraged to collaborate with others including those in other departments different than their own, seek opportunities for professional development at conferences or on site. Some teachers have established a "family" approach and share a group of 60 students. Each week, these teachers meet and discuss the progress of the shared students in their classes.

Professional Development

James Lick has undertaken a professional development program this year has emphasized improving teacher performance in promoting literacy among our students and utilizing technology in the classroom. The decision for staff development programs in these two critical areas was made based on our becoming a Digital High School and our scores on state mandated tests. To facilitate training in these two areas James Lick hosted a week long inservice for our staff prior to the start of school. During that week we gave teachers laptop computers to use at home and school for lesson making and attendance purposes. We had experts from the District come and train our teachers in rudimentary computer programs like EXCEL, WORD and e-mail. In addition, we invited two experts in the field of literacy in the classroom to present during a two day workshop for our staff. Teachers gave incredibly positive comments concerning the appropriateness our experts' presentation.

During the year we have utilized our Web-designer, Technology Coordinator and Literacy Coach to host symposiums on issues as varied as Reciprocal Teaching Strategies, Graphic Organizers for Increased Learning, and Creating Web Pages for Teachers. Teachers had the opportunity for attending these workshops (and others) at various times during the day. This year we used five full-days for staff development and also offered numerous afterschool workshops.

Quality and Currency of Textbooks and Other Instructional Materials

All students are provided with textbooks for courses that require them. On the average, a new textbook costs between \$55.00 and \$60.00. Students who take five required courses may have as many as 5 texts with a total value in excess of \$275.00.

Textbook losses continue to be a serious district problem that students, parents and teachers must address every year.

More than 400 computers (with internet access) are available for student use in classrooms, in the library and in the career center.

Instructional Minutes

The California *Education Code* establishes the required number of instructional minutes per year for each grade. Data reported compares the number of instructional minutes offered at the school level to the state requirement for each grade.

| Grade Level | Instructional Minutes | |
|-------------|-----------------------|-------------------|
| | Offered | State Requirement |
| 9 | 66,443 | 64,800 |
| 10 | 66,443 | 64,800 |
| 11 | 66,443 | 64,800 |
| 12 | 66,443 | 64,800 |

Total Number of Minimum Days

6 (for final exams)

VIII. Postsecondary Preparation (Secondary Schools)

Advanced Placement/International Baccalaureate Courses Offered

The Advanced Placement (AP) and International Baccalaureate (IB) programs give students an opportunity to take college-level courses and exams while still in high school. Data reported are the number of courses and classes offered, and the enrollment in various AP and IB classes. The data for Fine and Performing Arts include AP Art and AP Music, and the data for Social Science include IB Humanities.

| Subject | Number of Courses | Number of Classes | Enrollment |
|--------------------------|-------------------|-------------------|------------|
| Fine and Performing Arts | | | |
| Computer Science | | | |
| English | | | |
| Foreign Language | | | |
| Mathematics | 1 | 1 | 27 |
| Science | 1 | 2 | 64 |
| Social Science | 1 | 3 | 58 |

Students Enrolled in Courses Required for University of California (UC) and California State University (CSU) Admission

Data reported are the number and percent of students enrolled in courses required for UC and/or CSU admission. The percent of students is calculated by dividing the total number of students enrolled in courses required for UC and/or CSU admission by the total number of students enrolled in all courses.

| Number of Students Enrolled in All Courses | Number of Students Enrolled In Courses Required For UC and/or CSU Admission | Percent of Students Enrolled In Courses Required For UC and/or CSU Admission |
|--|---|--|
| 5830 | 3826 | 65.6 |

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

Data reported are the number and percent of graduates who have completed all courses required for UC and/or CSU admission. The percent of graduates is calculated by dividing the total number of graduates who have completed all courses required for UC and/or CSU admission by the total number of graduates.

| Number of Graduates | Number of Graduates Who Have Completed All Courses Required For UC and/or CSU Admission | Percent of Graduates Who Have Completed All Courses Required For UC and/or CSU Admission |
|---------------------|---|--|
| 246 | 48 | 19.5 |

SAT I Reasoning Test

Students may voluntarily take the SAT test for college entrance. The test may or may not be available to students at a given school. Students may take the test more than once, but only the highest score is reported at the year of graduation. Detailed information regarding SAT results may be found at the California Department of Education Web site at <http://www.cde.ca.gov/ope/research/sat/>.

| | School | | | District | | | State | | |
|---|--------|-------|-------|----------|-------|-------|--------|--------|--------|
| | 2001 | 2002 | 2003 | 2001 | 2002 | 2003 | 2001 | 2002 | 2003 |
| Grade 12 Enrollment | 326 | 289 | 288 | 5693 | 5590 | 5952 | 357789 | 365907 | 385181 |
| Percent of Grade 12 Enrollment Taking Test | 25.15 | 30.80 | 21.20 | 39.91 | 40.21 | 38.17 | 36.66 | 37.26 | 36.63 |
| Average Verbal Score | 426 | 395 | 430 | 462 | 453 | 460 | 492 | 490 | 494 |
| Average Math Score | 480 | 419 | 441 | 500 | 494 | 498 | 516 | 516 | 518 |

College Admission Test Preparation Course Program

None.

Degree to Which Students are Prepared to Enter Workforce

Continually working to ensure that students have the skills necessary to be successful in the workforce, we offer opportunities for students to participate in intensive vocational education programs as offered through CCOC and ROP. For students who are truly looking for an opportunity to gain a vocational skill and are behind in credits, there is now the opportunity for students to get through English 2 credit and Integrated Math 2 credit concurrently through the CCOC program. In addition to CCOC, we have the Media Magnet located at the James Lick High School site; this is an opportunity for students to gain skills in multimedia, film production and broadcasting. Students also have the opportunity to participate in Work Experience Programs and gain many relative job ready skills.

Special student populations have the same opportunities to enroll in any of the above named programs. Each student is evaluated individually and a plan for success is prepared. There is also available assistance after school and at CCOC.

Enrollment and Program Completion in Career/Technical Education (CTE) Programs

Data reported are from the *Report of Career-Technical Education Enrollment and Program Completion for School Year 2001-2002 (CDE 101 E-1)*. Data have been aggregated to the district level.

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

IX. Fiscal and Expenditure Data

Average Salaries (Fiscal Year 2001-2002)

Data reported are the district average salary for teachers, principals, and superintendents, compared to the state average salaries for districts of the same type and size, as defined by *Education Code* Section 41409. The district average principal salary is shown separately for elementary, middle, and high schools, but the state average principal salary is combined.

| Category | District Amount | State Average For Districts In Same Category |
|--|-----------------|--|
| Beginning Teacher Salary | 40336 | 36493 |
| Mid-Range Teacher Salary | 63749 | 59875 |
| Highest Teacher Salary | 81733 | 73992 |
| Average Principal Salary (High) | 116652 | 88392 |
| Superintendent Salary | 216285 | 149543 |
| Percent of Budget for Teacher Salaries | 38.52 | 38.56 |
| Percent of Budget for Administrative Salaries | 5.21 | 5.48 |

Expenditures (Fiscal Year 2001-2002)

Data reported are total dollars expended in the district, and the dollars expended per student at the district compared to the state average. Detailed information regarding expenditures may be found at the California Department of Education Web site at <http://www.cde.ca.gov/fiscal/financial/>.

| District | District | State Average For Districts In Same Category | State Average All Districts |
|---------------|---------------------------|--|-----------------------------|
| Total Dollars | Dollars per Student (ADA) | Dollars per Student (ADA) | Dollars per Student (ADA) |
| \$176840149 | \$7524 | \$6969 | \$6719 |

Types of Services Funded

In 2001-02 the East Side Union High School District received \$200 million. When costs for direct instruction, transportation, salaries, fringe benefits, food services and facilities maintenance are considered, the district expended \$8,375 per student.

A variety of integrated instructional programs have been developed within the East Side Union High School District. Through these programs, students can obtain technical training to prepare them to enter the work force or further their education. Included are Integrated Career Programs (ICP's); Tech Prep Work Experience; Central County Occupational Center, which includes Regional Occupational Satellite Programs; New Ways Workers; Partnership Academies and Job Placement Center.

James Lick received additional funds to provide assistance to students with special needs.

The following special programs are offered at the school:

- English Language Development (ELD) classes
- Special Education Classes
- Gifted and Talented Education (GATE)
- Adaptive Physical Education
- Speech Therapy
- School Psychologist
- Media Magnet
- Tutoring Programs
- SAT Prep classes
- CAHSEE Prep Classes
- Community College classes
- Adult Education Concurrent Enrollment classes
- Multi-Service Team
- School Assistance Program

- Comet Family Resource Center
- Parent Institute for Quality Education
- Family Wellness Program
- Career Paths
- Central County Occupational
- Work Experience Program
- Regional Occupation Program
- Parent Saturday English Classes