



James Lick High School

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

Glenn Vanderzee, Principal

vanderzee@esuhsd.org

2012-13 School Accountability Report Card Published During the 2013-14 School Year

East Side Union High School District

830 N. Capitol Avenue
San Jose, CA 95133
(408) 347-5000
www.esuhsd.org

District Governing Board

Frank Biehl

J. Manuel Herrera

Van Thi Le

Magdalena Carrasco

Lan Nguyen

District Administration

Chris D. Funk

Superintendent

Juan Cruz

**Assistant Superintendent
Instructional Services**

Marcus Battle

**Associate Superintendent
Business Services**

Cari Vaeth

**Director
Human Resources**

About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. All data are reported for the 2012-13 school-year, unless otherwise indicated. For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at www.cde.ca.gov/ta/ac/sa/. For additional information about this school, please contact the school administration at 408.347.4400.

School Description

James Lick is a school on the rise. The recent improvements to the facilities, the upward trend in test scores and the dedication of the staff and students to move forward makes James Lick High School a special place to be. James Lick students are students on the move. The focus of recent reform and the purpose of our continuous efforts for increased academic achievement will be to develop students who have the skills and the learning necessary to pursue the future of their choosing.

Students who move set goals. Students who move monitor their progress to their goals. Students who move have the support and help they need to reach their goals. Students who move celebrate goals met and form new ones. Our entire focus as a staff and a learning community is to ensure that we support students to move through a diploma into future work and study. The ability for us as a small school, comprised of committed educators, to assist students as they move forward, as well as to provide unique and varied opportunities for student leadership and extra-curricular activities, makes being a part of James Lick exciting.

The goal of James Lick High School is to prepare learners for post-high school success in college and careers.

Opportunities for Parental Involvement

James Lick seeks to build upon the values of its families and community toward higher academic achievement.

Freshman orientation, regular evening parent meetings at the end of marking periods, frequent teleparent information, early alert for students performing below expectations, and the use of school/home communication technology work to bring about a home/school partnership that is clear in purpose and supportive of learner, educator and parent/guardian. The school has an active School Site Council, English Language Advisory Council and the James Lick Athletic Boosters.

Contact Person: Glenn Vander Zee, Principal, (408) 347-4400.

Student Enrollment by Grade Level	
Grade Level	Number of Students
Gr. 9	296
Gr. 10	324
Gr. 11	320
Gr. 12	301
Total	1,365

Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.1
American Indian or Alaska Native	0.9
Asian	7.8
Filipino	6.5
Hispanic or Latino	74.8
Native Hawaiian/Pacific Islander	0.7
White	7.0
Two or More Races	0.4
Socioeconomically Disadvantaged	69.2
English Learners	48.1
Students with Disabilities	21.5

Average Class Size and Class Size Distribution												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Year	11	12	13	11	12	13	11	12	13	11	12	13
Other			11			33						
English	27.4	27.1	23	16	9	15	15	39	29	24	9	13
Math	26.8	27.9	27	16	11	17	8	18	14	25	20	18
Science	32.3	32	30	3	3	4	6	9	16	26	21	15
SS	29.4	30.2	31	5	6	5	6	7	7	19	24	26

* 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, English, Math, Science and Social Science (SS), rather than grade level.

Suspensions and Expulsions			
School	10-11	11-12	12-13
Suspensions Rate	16.8	18.86	6.74
Expulsions Rate	0.07	0	0.15
District	10-11	11-12	12-13
Suspensions Rate	11.87	15.53	5.05
Expulsions Rate	0.14	0.1	0.15

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

School Safety Plan

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

James Lick High School provides a safe environment in which student 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.

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 2013.

School Facility Conditions and Planned Improvements (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

Year and month in which data were collected: September 2013

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

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 and again in 2005. James Lick benefits from recently remodeled kitchen facilities and locker rooms. We have a new Gymnasium, Fire Science Building, Child Development Center. We are in the process of building a new building with eight classrooms and three technology labs, as well as modernizing our facilities and multi-purpose building.

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

Modernization Projects

Between the 2005-2009 school years, Measure G funds and state matching funds were used in the ongoing renovation of school facilities. This year, a new Child Development Center will be built. The following year construction efforts began for the academic wing and the Fire Service training facility. Along with our new buildings, modernization efforts will begin using Measure I funds. In recent years we have added a new state of the art classroom and computer laboratory facility and plans are in the works to develop a student commons area.

School Facility Good Repair Status (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

School Facility Good Repair Status				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[]	[]	Bldg 200: AC not working rooms #207, #215, #219, heater not working #204, #208, #216- Action/plan-site to submit work order and M&O to schedule the work. Swimming Pool pump room: concerns but no specifics noted. Action/plan-site to submit work order and M&O to schedule the work.
Interior: Interior Surfaces	[]	[]	[X]	Bldg 100: Stained carpet in Career Center-Action/plan-site to submit work order and M&O to schedule the work. Bldg 200: blinds in #216 and 2nd floor broken tiles (but no specific area noted)-Action/plan-site to submit work order and M&O to schedule the work. Bldg 300 1st floor tiles blinds #308,306, 305, 306 304 blinds # 317,#318-Action/plan-site to submit work order and M&O to schedule the work. Bldg 300: AC, heater #318 electrical room sign-Action/plan-site to submit work order and M&O to schedule the work. Bldg 400: ceiling tiles missing library, ceiling tile stains #406, #408, floor boards #406, #408-Action/plan-site to submit work order and M&O to schedule the work. Bldg 600: stained ceiling tiles, blinds #605, #608 & electrical room sign-Action/plan-site to submit work order and M&O to schedule the work. Bldg 700: stained floor tiles, stained ceiling tiles #706b, #706a,#701 and electrical room sign: Action/plan-site to submit work order and M&O to schedule the work. Bldg 1000: blinds #1005 and electrical room sign-Action/plan-site to submit work order and M&O to schedule the work. Child Care Center: paint child care building address-Action/plan-site to submit work order and M&O to schedule the work. Portable Classrooms: P1 Discolored panels, stains on ceiling panels, P2 Discolored ceiling panels-Action/plan-site to submit work order and M&O to schedule the work. Gym: No wall mat in wrestling room. Action/plan-site to submit work order and M&O to schedule the work.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]	Bldg 1300: urine stains exterior wall #1301 and band room-Action/plan-site to submit work order and M&O to schedule the work.
Electrical: Electrical	[X]	[]	[]	Child Care Center: replace hall lights-Action/plan-site to submit work order and M&O to schedule the work.

School Facility Good Repair Status

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[]	[]	Bldg 700: sink/fountain #708-Action/plan-site to submit work order and M&O to schedule the work. (work has been completed). Bldg 1000: sink/fountain #1006: Action/plan-site to submit work order and M&O to schedule the work.
Safety: Fire Safety, Hazardous Materials	[X]	[]	[]	No items noted
Structural: Structural Damage, Roofs	[X]	[]	[]	Bldg 500: align repair bathroom doors, gate structure questionable-Action/plan-site to submit work order and M&O to schedule the work. Bldg 600:roof repair entire 600 wing-Action/plan-site to submit work order and M&O to schedule the work. Bldg 600 Quad: defective water gutters- Action/plan-site to submit work order and M&O to schedule the work.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[]	[]	Baseball fields: sprinkler problem, dry grass, recessed areas-Action/plan-site to submit work order and M&O to schedule the work. Tennis Court: chipped court asphalt-Action/plan-site to submit work order and M&O to schedule the work. Repaint track area, repaint basketball blacktop numbers (this was marked as D under cleanliness but belongs here), and repaint grid lines in the soccer field: Action/plan-site to submit work order and M&O to schedule the work. (work has been completed).
Overall Rating	Exemplary []	Good [X]	Fair []	Poor []

Teacher Credentials			
School	10-11	11-12	12-13
Fully Credentialed	58	53.9	47
Without Full Credential	0	1	3.8
Teaching Outside Subject Area	0	0	0
Districtwide	10-11	11-12	12-13
Fully Credentialed	◆	◆	978
Without Full Credential	◆	◆	28

Teacher Misassignments and Vacant Teacher Positions at this School			
School	11-12	12-13	13-14
Teachers of English Learners	0	0	2
Total Teacher Misassignments	0	0	2
Vacant Teacher Positions	0	3	0

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

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period.

Professional development opportunities for staff members are multifaceted and clearly and consistently linked to the state's standards, district goals, the school's core values, and occur during the school year and summer break. Our school has a coherent, comprehensive plan for professional development that is data driven and directly linked to teaching and learning. 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. BTSAs 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.

To ensure a cycle of continuous improvement, professional development is personalized to address the needs of all subject-area teachers, staff, and administrators. Not only do professional development activities for teachers reflect a best practices approach, but they also align with the California Standards for the Teaching Profession. Teachers and staff participate in professional development that is aligned with their individual fields and district plans at multiple levels. At the school level, professional development is structured to have a generalized focus (e.g., standards-based instruction), and specific facets of the professional development program (e.g., specific instructional strategies) are personalized to address the specific content area dynamics and needs. 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. The district also offers a multitude of professional development opportunities to broaden teachers' knowledge, enhance their classroom management skills, and augment their repertoire of best practices instructional strategies.

Most important, the school has initiated professional development opportunities to bring instructional readiness to a level to help students experience success in the coming Common Core State Standards.

Core Academic Classes Taught by Highly Qualified Teachers

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage at: www.cde.ca.gov/nclb/sr/tq/

Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	94.4	5.6
Districtwide		
All Schools	96.1	4.0
High-Poverty Schools	94.6	5.4
Low-Poverty Schools	97.4	2.6

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

Academic Counselors and Other Support Staff at this School

Number of Full-Time Equivalent (FTE)

Academic Counselor	2
Social/Behavioral or Career Development Counselor	0
Library Media Teacher (Librarian)	.25
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	0
Resource Specialist	0
Other	0
Average Number of Students per Staff Member	
Academic Counselor	600

* 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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$7,755	\$2,284	\$5,471	\$74,625
District	♦	♦	\$5,727	\$77,737
State	♦	♦	\$5,537	\$71,584
Percent Difference: School Site/District			-4.5	-5.5%
Percent Difference: School Site/ State			-4.1%	3.6%

* **Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

* **Basic/Unrestricted** expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending webpage at www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: www.ed-data.org.

Types of Services Funded (Fiscal Year 2012-13)

This section provides specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

Categorical funds are directed to assist those learners who perform below grade level in the areas of Language Arts and Mathematics. CAHSEE support classes are offered to Freshmen and Sophomore students who are more than two years below grade level. One on one, as well as targeted small group writing instruction is provided by a writing coach to Juniors who have not passed the CAHSEE exam. Math and 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. Additional funds are utilized by the YWCA at the site to provide a credit recovery program and homework center.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2013-14)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: September 2013

Textbooks and Instructional Materials		
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption	
Reading/Language Arts The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	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 English 4 – "The Language of Literature World Literature" McDougal Littell 2002	
Mathematics The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	Algebra I – "Algebra 1" McDougall Littell 2007 Geometry – "Geometry" McDougal Littell 2007 Algebra II – "Algebra 2" McDougal Littell 2007 Math Analysis – "Precalculus With Limits" Houghton Mifflin 2001	

Teacher and Administrative Salaries (Fiscal Year 2011-12)		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,104	\$42,865
Mid-Range Teacher Salary	\$74,444	\$69,484
Highest Teacher Salary	\$95,445	\$89,290
Average Principal Salary (ES)	\$0	
Average Principal Salary (MS)	\$0	\$119,946
Average Principal Salary (HS)	\$117,702	\$128,378
Superintendent Salary	\$217,392	\$202,664
Percent of District Budget		
Teacher Salaries	39.7%	36.8%
Administrative Salaries	3.5%	4.9%

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

Textbooks and Instructional Materials

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<p>Science</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>	<p>Integrated Science 1 – “Spectrum Physical Approach/Science/Explorations” Holt 2001, 03, 04</p> <p>Biology – “Biology: Principles and Explorations”; and "Biology: The Web of Life" 2004 Scott Foresman 2000; Holt 1998</p> <p>Chemistry – “Chemistry" Merrill/Glencoe 1998</p> <p>Physics – “Physics: Principles and Problems” Merrill/Glencoe 1983, 95, 02</p>
<p>History-Social Science</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>	<p>World History – “Modern World History” McDougal-Littell</p> <p>US History – “The American Vision” Glencoe</p> <p>American Government – “Magruder’s American Government” Prentice Hall</p> <p>American Government – “We the People” Center for Civic Education</p> <p>Economics – “Holt Economics” Holt 2003</p>
<p>Foreign Language</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>	<p>Textbooks and Instructional Materials in use are standards aligned and officially adopted</p>
<p>Health</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>	<p>Textbooks and Instructional Materials in use are standards aligned and officially adopted</p>
<p>Visual and Performing Arts</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>	<p>Textbooks and Instructional Materials in use are standards aligned and officially adopted</p>
<p>Science Laboratory Equipment</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>	<p>Science labs are adequately equipped</p>

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.

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics (Math) in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science (H-SS) in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the Percent of Students not tested, see the CDE STAR Results Web site at star.cde.ca.gov.

STAR Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	36	37	37	49	50	52	54	56	55
Math	14	14	11	30	29	28	49	50	50
Science	32	25	28	50	52	52	57	60	59
H-SS	34	29	31	43	43	45	48	49	49

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible. 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.

2013 STAR Results by Student Group				
Group	Percent of Students Scoring at Proficient or Advanced			
	ELA	Math	Science	H-SS
All Students in the LEA	52	28	52	45
All Student at the School	37	11	28	31
Male	36	12	34	37
Female	39	9	23	25
Black or African American	53			
American Indian or Alaska Native				
Asian	51	31	41	50
Filipino	45	16	53	36
Hispanic or Latino	34	8	24	29
Native Hawaiian/Pacific Islander				
White	54	15	60	34
Two or More Races				
Socioeconomically Disadvantaged	37	11	28	31
English Learners	6	5	3	4
Students with Disabilities	5	3		6
Students Receiving Migrant Education Services	31			

California Physical Fitness Test Results

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the Percent of Students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at www.cde.ca.gov/ta/tg/pf/.

Grade Level	Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	16.3	36.0	38.5

DataQuest

DataQuest is an online data tool located on the CDE DataQuest webpage at dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API webpage at www.cde.ca.gov/ta/ac/ap/.

API Growth by Student Group – Three-Year Comparison			
Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	3	-7	1
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	-5	7	3
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	-4	5	3
English Learners	-6	30	17
Students with Disabilities			

Academic Performance Index 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 ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten 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 ten 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.

Academic Performance Index Ranks - Three-Year Comparison			
API Rank	2010	2011	2012
Statewide	3	3	2
Similar Schools	5	6	3

Federal Intervention Program (School Year 2013-14)

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 (ELA 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. For detailed information about PI identification, see the CDE PI Status Determinations webpage: www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

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	13	
Percent of Schools Currently in Program Improvement	81.3	

API Growth by Student Group - 2013 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2013 Growth API (API-G) at the school, district, and state level.

Group	School	District	State	
All Students at the School	Students	829	16,556	4,655,989
	API-G	674	751	790
Black or African American	Students	14	519	296,463
	API-G	676	661	708
American Indian or Alaska Native	Students	8	62	30,394
	API-G		694	743
Asian	Students	41	5,336	406,527
	API-G	809	863	906
Filipino	Students	54	1,445	121,054
	API-G	755	793	867
Hispanic or Latino	Students	657	7,488	2,438,951
	API-G	660	662	744
Native Hawaiian/Pacific Islander	Students	5	105	25,351
	API-G		679	774
White	Students	47	1,278	1,200,127
	API-G	693	791	853
Two or More Races	Students	3	305	125,025
	API-G		799	824
Socioeconomically Disadvantaged	Students	642	8,310	2,774,640
	API-G	672	701	743
English Learners	Students	520	8,673	1,482,316
	API-G	649	730	721
Students with Disabilities	Students	111	1,515	527,476
	API-G	388	466	615

Adequate Yearly Progress

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

- Participation rate on the state's standards-based assessments in 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, can be found at the CDE Adequate Yearly Progress (AYP) webpage at www.cde.ca.gov/ta/ac/ay/.

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	No
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	No	No
Met Percent Proficient: Mathematics	No	No
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	Yes	Yes

Admission Requirements for California's Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the UC Admissions Information webpage at www.universityofcalifornia.edu/admissions/. (Outside source)

California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the CSU webpage at www.calstate.edu/admission/admission.shtml. (Outside source)

Completion of High School Graduation Requirements

This table displays, by student group, the number of students who were a part of the school's most recent graduating class for which CDE has available data and meet all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Completion of High School Graduation Requirements			
Group	Graduating Class of 2013		
	School	District	State
All Students	241	5,412	418,598
Black or African American	9	198	28,078
American Indian or Alaska Native	2	11	3,123
Asian	25	1765	41,700
Filipino	19	524	12,745
Hispanic or Latino	171	2345	193,516
Native Hawaiian/Pacific Islander	2	43	2,585
White	12	460	127,801
Two or More Races	1	52	6,790
Socioeconomically Disadvantaged	179	2820	217,915
English Learners	102	1714	93,297
Students with Disabilities	31	361	31,683

Dropout Rate and Graduation Rate			
Indicator	2009-10	2010-11	2011-12
Dropout Rate (1-year)	28.40	27.70	19.20
Graduation Rate	72.56	63.56	68.18
District			
Dropout Rate (1-year)	17.50	17.40	14.80
Graduation Rate	80.92	77.13	80.10
Dropout Rate (1-year)	16.60	14.70	13.10
Graduation Rate	80.53	77.14	78.73

* The National Center for Education Statistics graduation rate as reported in AYP is provided in this table.

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB. For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at cahsee.cde.ca.gov/.

CAHSEE Results for All Students - Three-Year Comparison Percent of Students Scoring at Proficient or Advanced			
Subject	2010-11	2011-12	2012-13
English-Language Arts	46	36	44
Mathematics	52	41	44
District			
English-Language Arts	55	54	56
Mathematics	61	61	63
English-Language Arts	59	56	57
Mathematics	56	58	60

Advanced Placement Courses (School Year 2011-12)		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		---
English	2	---
Fine and Performing Arts		---
Foreign Language	6	---
Mathematics	4	---
Science	5	---
Social Science	4	---
All courses	21	5.9

* Where there are student course enrollments.

California High School Exit Examination Grade Ten Results by Student Group - Most Recent Year

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	44	22	34	37	33	30
All Students at the School	56	22	22	56	28	16
Male	56	24	20	52	31	17
Female	56	20	24	61	25	14
Black or African American						
American Indian or Alaska Native						
Asian	35	29	35	24	29	47
Filipino	59	29	12	38	38	25
Hispanic or Latino	59	21	20	61	27	13
Native Hawaiian/Pacific Islander						
White	29	24	47	41	35	24
Two or More Races						
Socioeconomically Disadvantaged	55	22	23	57	26	17
English Learners	96	3	1	87	11	3
Students with Disabilities	97	3		97	3	
Students Receiving Migrant Education Services						

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	52
Percent of pupils completing a CTE program and earning a high school diploma	N/A
Percent of CTE courses sequenced/ articulated between the school/ institutions of postsecondary education	0

Courses for University of California and/or California State University	
UC/CSU Course Measure	Percent
2012-13 Students Enrolled in Courses Required for UC/CSU Admission	74.3
2011-12 Graduates Who Completed All Courses Required for UC/CSU Admission	31.1

Career Technical Education Programs

This section provides information about Career Technical Education (CTE) programs including:

- Programs and classes offered that are specifically focused on career preparation and or preparation for work
- How these programs and classes are integrated with academic courses and how they support academic achievement
- How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students
- The measurable outcomes of these programs and classes, and how they are evaluated
- State the primary representative of the district's CTE advisory committee and the industries represented on the committee

Currently, two groups of students participate in the Fire Service Pathway. An increasing number of students participate in the Central County Occupational Center's program for vocational readiness.