



# James Lick High School

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

Glenn Vanderzee, Principal

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## 2011-12 School Accountability Report Card Published During the 2012-13 School Year

### East Side Union High School District

830 N. Capitol Avenue  
San Jose, CA 95133  
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#### District Governing Board

Frank Biehl  
J. Manuel Herrera  
Van Thi Le  
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#### District Administration

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Cathy Giammona  
**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 2011-12 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/](http://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.

### 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, weekly De Padre a Padre weekly workshops, 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	327
Gr. 10	333
Gr. 11	321
Gr. 12	315
<b>Total</b>	<b>1,416</b>

Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.2
American Indian or Alaska Native	0.8
Asian	8.6
Filipino	6.1
Hispanic or Latino	74.4
Native Hawaiian/Pacific Islander	0.6
White	6.9
Two or More Races	0.3
Socioeconomically Disadvantaged	69.6
English Learners	49.9
Students with Disabilities	19.3

Average Class Size and Class Size Distribution												
Year	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	10	11	12	10	11	12	10	11	12	10	11	12
English	26.1	27.4	27.1	10	16	9	32	15	39	4	24	9
Math	27.0	26.8	27.9	6	16	11	35	8	18	1	25	20
Science	28.3	32.3	32	4	3	3	26	6	9	5	26	21
SS	29.1	29.4	30.2	1	5	6	25	6	7	6	19	24

\* 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	09-10	10-11	11-12
Suspensions Rate	23.5	16.8	18.86
Expulsions Rate	0.21	0.07	0
District	09-10	10-11	11-12
Suspensions Rate	16.78	11.87	15.53
Expulsions Rate	0.15	0.14	0.1

\* 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 2012.

### School Facility Conditions and Planned Improvements (School Year 2012-13)

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 2012

#### 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.

### School Facility Good Repair Status (School Year 2012-13)

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
	Exemplary	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	[ ]	[ ]	[X]	[ ]	The 400 building HVAC needs to be replaced. The district will be replacing the HVAC units in the 400 building. This will be completed by 2013 or 2014
<b>Interior:</b> Interior Surfaces	[ ]	[ ]	[X]	[ ]	The district scheduled the flooring replacement to 12 classrooms to be completed by the summer of 2012. Five classrooms have been completed. The district will schedule the remaining classrooms to be completed this year. The

**School Facility Good Repair Status**

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
					school has stained ceiling tiles. The district will schedule to have the ceiling tiles replaced.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	[ ]	[ ]	[X]	[ ]	A pest control company has been hired to spray the buildings.
<b>Electrical:</b> Electrical	[ ]	[X]	[ ]	[ ]	The school has lights out and exit lights that are not working. There are broken lights outside the 600 building. The district will have school submit work orders to get repairs done.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	[ ]	[ ]	[X]	[ ]	Drinking fountains are repaired when needed.  The faucet and hand dryer is not working in the 300 building restroom. The district will have the school submit a work order to have repairs done.
<b>Safety:</b> Fire Safety, Hazardous Materials	[ ]	[X]	[ ]	[ ]	There are fire extinguisher signs missing in areas. The district will post signs where needed.
<b>Structural:</b> Structural Damage, Roofs	[ ]	[X]	[ ]	[ ]	There is over-hang roof damage in buildings 600 and 700. The district will schedule repairs when the roof is replaced in the summer of 2013.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	[ ]	[ ]	[X]	[ ]	The doors in the 400 building and the bookroom need to be replaced. This will be completed by 2013 or 2014. The district will check room 102 for loose door hardware. School site to submit a work order for repairs.  Asphalt repairs and seal coating to be scheduled in the student parking lot, driveway and basketball court. This is to be completed within the next three summers.  The track is scheduled to be resurfaced by 2014.
<b>Overall Rating</b>	[ ]	[X]	[ ]	[ ]	

Teacher Credentials			
School	09-10	10-11	11-12
<b>Fully Credentialed</b>	55	58	53.9
<b>Without Full Credential</b>	2	0	1
<b>Teaching Outside Subject Area</b>	0	0	0
Districtwide	09-10	10-11	11-12
<b>Fully Credentialed</b>	♦	♦	935.3
<b>Without Full Credential</b>	♦	♦	26.4

Teacher Misassignments and Vacant Teacher Positions at this School			
School	10-11	11-12	12-13
<b>Teachers of English Learners</b>	1	0	0
<b>Total Teacher Misassignments</b>	1	0	0
<b>Vacant Teacher Positions</b>	0	0	3

\* "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.

## 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/](http://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
<b>This School</b>	95.2	4.8
Districtwide		
<b>All Schools</b>	96.76	3.24
<b>High-Poverty Schools</b>	96.57	3.43
<b>Low-Poverty Schools</b>	96.7	3.3

\* 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)	.2
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	647

\* 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 2010-11)				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$8,361	\$3,120	\$5,241	\$73,415
District	♦	♦	\$5,234	\$77,458
State	♦	♦	\$5,455	\$70,792
Percent Difference: School Site/District			0.1%	-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/](http://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/](http://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](http://www.ed-data.org).

### Types of Services Funded (Fiscal Year 2011-12)

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 2012-13)

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 instructional 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 2012

Textbooks and Instructional Materials	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Reading/Language Arts</b> 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
<b>Mathematics</b> 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 2010-11)		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,104	\$42,660
Mid-Range Teacher Salary	\$74,444	\$69,198
Highest Teacher Salary	\$95,445	\$88,943
Average Principal Salary (ES)		
Average Principal Salary (MS)		\$121,140
Average Principal Salary (HS)	\$126,498	\$127,707
Superintendent Salary	\$215,844	\$202,123
Percent of District Budget		
Teacher Salaries	41%	36%
Administrative Salaries	3%	5%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

**Textbooks and Instructional Materials**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<p><b>Science</b></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”; "Biology: The Web of Life" 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><b>History-Social Science</b></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><b>Foreign Language</b></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><b>Health</b></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><b>Visual and Performing Arts</b></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><b>Science Laboratory Equipment</b></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](http://star.cde.ca.gov).

STAR Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	09-10	10-11	11-12	09-10	10-11	11-12	09-10	10-11	11-12
ELA	37	36	37	48	49	50	52	54	56
Math	9	14	14	27	30	29	48	50	51
Science	25	32	25	46	50	52	54	57	60
H-SS	28	34	29	39	43	43	44	48	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.

### EdData Partnership Web Site

EdData is a partnership of the CDE, EdSource, and the Fiscal Crisis Management and Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

2012 STAR Results by Student Group				
Group	Percent of Students Scoring at Proficient or Advanced			
	ELA	Math	Science	H-SS
All Students in the LEA	50	29	52	43
All Student at the School	37	14	25	29
Male	34	15	27	36
Female	40	12	21	21
Black or African American	29			9
American Indian or Alaska Native				
Asian	45	36	31	36
Filipino	59	30	41	49
Hispanic or Latino	34	10	23	27
Native Hawaiian/Pacific Islander				
White	45	17	23	32
Two or More Races				
Socioeconomically Disadvantaged	35	13	25	26
English Learners	12	4	3	3
Students with Disabilities	4	1		9
Students Receiving Migrant Education Services	20	14		

### 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/](http://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	15.5	37.4	36

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest webpage at [dq.cde.ca.gov/dataquest/](http://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/](http://www.cde.ca.gov/ta/ac/ap/).

API Growth by Student Group – Three-Year Comparison			
Group	Actual API Change		
	09-10	10-11	11-12
All Students at the School	22	3	-7
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	15	-5	8
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	23	-4	5
English Learners	4	-6	30
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	2009	2010	2011
Statewide	3	3	3
Similar Schools	6	5	6

### Federal Intervention Program (School Year 2012-13)

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](http://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	12	
Percent of Schools Currently in Program Improvement	57.1	

### API Growth by Student Group - 2012 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2012 Growth API (API-G) at the school, district, and state level.

Group	School	District	State	
All Students at the School	Students	855	16,761	4,664,264
	API-G	674	748	788
Black or African American	Students	11	541	313,201
	API-G	562	675	710
American Indian or Alaska Native	Students	5	61	31,606
	API-G		699	742
Asian	Students	60	5,514	404,670
	API-G	779	859	905
Filipino	Students	54	1,485	124,824
	API-G	805	803	869
Hispanic or Latino	Students	663	7,489	2,425,230
	API-G	657	653	740
Native Hawaiian/Pacific Islander	Students	4	117	26,563
	API-G		692	775
White	Students	56	1,353	1,221,860
	API-G	674	789	853
Two or More Races	Students	2	165	88,428
	API-G		784	849
Socioeconomically Disadvantaged	Students	676	9,107	2,779,680
	API-G	669	696	737
English Learners	Students	457	6,849	1,530,297
	API-G	631	667	716
Students with Disabilities	Students	89	1,554	530,935
	API-G	404	455	607

### 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/](http://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	No	Yes
Met Graduation Rate (if applicable)	Yes	No

## 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/](http://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](http://www.calstate.edu/admission/admission.shtml). (Outside source)

### Completion of High School Graduation Requirements

This table displays, by student group, the Percent of Students who began the 2011-12 school year in grade twelve and were a part of the school's most recent graduating class, meeting 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 2012		
	School	District	State
All Students	81.9	85.0	---
Black or African American	100	85.6	---
American Indian or Alaska Native	100	80.0	---
Asian	92.9	93.1	---
Filipino	85.0	92.1	---
Hispanic or Latino	79.2	76.3	---
Native Hawaiian/Pacific Islander	100	85.7	---
White	80.0	89.1	---
Two or More Races	N/A	80.4	---
Socioeconomically Disadvantaged	75.4	73.2	---
English Learners	66.7	57.4	---
Students with Disabilities	69.0	69.5	---

Dropout Rate and Graduation Rate			
Indicator	2008-09	2009-10	2010-11
Dropout Rate (1-year)	5.5	28.4	27.7
Graduation Rate	72.56	66.94	67.42
District			
Dropout Rate (1-year)	5.6	17.5	17.6
Graduation Rate	81.04	80.92	76.85
Dropout Rate (1-year)	5.7	16.6	14.4
Graduation Rate	78.59	80.53	76.26

\* 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/](http://cahsee.cde.ca.gov/).

CAHSEE Results for All Students - Three-Year Comparison Percent of Students Scoring at Proficient or Advanced			
Subject	2009-10	2010-11	2011-12
English-Language Arts	41	46	36
Mathematics	42	51	41
District			
English-Language Arts	55	55	54
Mathematics	58	61	61
English-Language Arts	54	59	56
Mathematics	54	56	58

Advanced Placement Courses (School Year 2011-12)		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	---
English	1	---
Fine and Performing Arts	2	---
Foreign Language	6	---
Mathematics	1	---
Science	1	---
Social Science	4	---
All courses	15	6.3

\* 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	46	21	33	39	34	27
All Students at the School	64	19	17	59	30	11
Male	67	19	14	55	32	13
Female	61	19	21	64	28	8
Black or African American						
American Indian or Alaska Native						
Asian	63	6	31	31	38	31
Filipino	56	11	33	29	35	35
Hispanic or Latino	65	19	16	61	30	9
Native Hawaiian/Pacific Islander						
White	68	23	9	73	27	0
Two or More Races						
Socioeconomically Disadvantaged	65	20	16	60	30	10
English Learners	96	3	1	89	11	0
Students with Disabilities	94	6	0	97	3	0
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
2011-12 Students Enrolled in Courses Required for UC/CSU Admission	76.6
2010-11 Graduates Who Completed All Courses Required for UC/CSU Admission	28.1

**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.