

East Side Union High School District presents...

A Report to the James Lick Community

1997-1998

School • Accountability • Report Card

James Lick High School 57 North White Road San Jose, CA 95127 (408) 729-3580; FAX (408) 929-1438
 Principal: Ms. Catherine Giammona EMail <http://jlnet.esuhd.org> Superintendent: Mr. Joe Coto
 Board of Trustees: Patricia Martinez-Roach, David Cortese, Craig Mann, J. Manuel Herrera, Jeff Ota

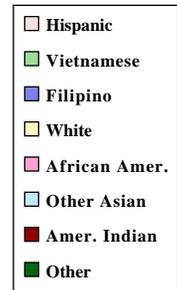
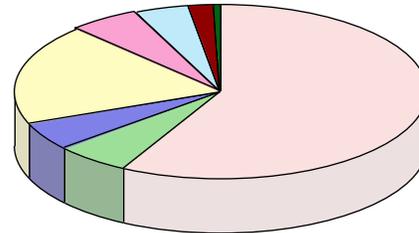
MISSION STATEMENT

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.



STUDENT POPULATION

Hispanic	61.3%
Vietnamese	6.0%
Filipino	5.7%
White	18.3%
African American	3.8%
Other Asian	3.3%
American Indian	1.5%
Other	0.2%



The student enrollment at James Lick was 1,300 (10/97). The ethnic composition of the student population is illustrated above. Twenty-two percent of the students are limited-English-proficient. These students receive language instruction in English-as-a-Second Language (ELD). Nine percent of our students are special education students who are mainstreamed and participate in regular activities.

LOCATION

James Lick High School, one of ten comprehensive schools in the East Side Union High School District, is in the heart of the Alum Rock area of San Jose and is located at the corner of Alum Rock Avenue and White Road.

Superintendent Joe Coto
 East Side Union High School District
 830 North Capitol Avenue
 San Jose, CA 95133

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SCHOOL FACILITIES and SAFETY

James Lick High School, the first school in the East Side Union High School District, was opened in 1950. Forty-seven years later in September 1997, students and teachers started school in totally renovated classrooms. With this first phase complete, the contractors started on the "new" Science facility which is scheduled to open this school year. Renovation of the 600 & 700 buildings have begun. When all of this work is complete, Lick will be the oldest school building with the newest classrooms and labs. Financing for these projects was provided by Measure A funds.

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 and the school staff are refining a School Safety Plan that addresses all aspects of safety from violence prevention to earthquake preparedness.

PURPOSE: The School Accountability Report Card was established by Proposition 98, an initiative passed by California voters in November, 1988. Local school boards must issue a report card for each school under their jurisdiction. The report card provides parents and community members with information about the school—its resources, its successes, and the areas where it needs improvement.

TRADUCIDOS: Sequiere una copia de este documento traducido en español, por favor llame a este numero 729-3580.

DỊCH THUẬT: Nếu quý vị cần bản tường trình này bằng tiếng Việt, xin gọi số 227-8800—Nguyet Dinh

CLASS SIZE and TEACHING LOADS

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 average department class size is as follows:

DEPARTMENT/CLASS SIZE	DEPARTMENT/CLASS SIZE
Art.....29	Other 30
Business Education29	Safety Education..... 35
Typing/Keyboard40	Science.....32
English 30	Social Science34
Foreign Language29	<i>Additionally, the following</i>
Homemaking29	<i>classes average:</i>
Industrial Education29	ELD
Mathematics 32	Language Arts 1 & 220
Performing Arts (Band, Choir, except for Drama)30	Survival Skills20
Physical Education 42	Language Arts 3 30
Reading	Bilingual/Sheltered25
Improvement & Development.20	

All 9th grade English, Math and Science classes were loaded at a ratio of 25 to 1.

TRAINING and CURRICULUM IMPROVEMENT

James Lick staff members participated in a variety of staff development programs during the 1997-98 school year. All staff worked on developing a comprehensive career paths program. Many worked on improving their computer skills and on exploring the instructional uses of the internet. Everyone attended workshops on conflict management, sexual harassment and cultural diversity.

Teachers also worked on curriculum development and methodologies and ways to enhance student achievement.



TEACHERS' ASSIGNMENTS

California law requires that teachers be assigned to classes only within their area of credential authorization. Where it is necessary to make assignments outside of current credential authorization, appropriate special credentials are obtained.

For the school year of 1997-98, there were approximately 10 teachers requiring special credentials throughout the district.

TEACHER EVALUATION and PROFESSIONAL IMPROVEMENT

All teachers and staff are regularly evaluated.

Classified staff members are evaluated by their immediate supervisors and certificated staff members are evaluated by the principal and associate principals.

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

The principal, who is evaluated by the superintendent, evaluates the performance of the associate principals.

TEXTBOOKS and INSTRUCTIONAL MATERIALS

All students are provided with textbooks for courses that require them. On the average, a new textbook costs between \$35.00 and \$40.00. Students who take five required courses may have as many as 5 texts with a total value of \$175.00.



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

More than 200 computers (with internet access) are available for student use in classrooms, in the library and in the career center.

SUBSTITUTE TEACHERS

Finding and hiring qualified substitute teachers is a problem at all East Side high schools. The need for substitutes varies with the day of the week and the time of year.

Coupled with teacher absences for illness and personal necessity, there are special professional growth activities that require teachers to be absent from their classes. These special activities may include teacher training workshops or subject area conferences.

When the need for substitutes exceeds the supply, the regular classroom teachers are called upon to fill in for their colleagues during their preparation period.

Regardless of the reasons for calling in substitute teachers, the instructional program suffers when the regular teacher is absent. Every effort is made to minimize teacher absences.

QUALITY OF INSTRUCTION and LEADERSHIP

James Lick High School, the first school in the East Side Union High School District, was opened in 1950 and has changed and progressed with the times in the past 47 years. We are a culturally diverse school with a rich mixture of both tradition and newness that makes us truly unique. In trying to address the needs of this diverse population, we established the following goals for the 1997-98 school year:

- To Increase the Graduation Rate
- To Increase the Number of Students Taking the PSAT/SAT/ACT/PLAN
- To Increase the Number of Students Enrolling in Postsecondary Schools
- To Reduce the Drop-out Rate
- To Infuse Technology into the Curriculum
- To Expand Career and Vocational Services
- To Improve Parent Involvement

Our progress on many of these goals is addressed in other areas of this report; however, the staff of James Lick would like to provide a simple and brief update on each of these goals.

Graduation Rate: Lick's graduation rate was 76.9%.

PSAT/SAT/ACT: 257 students took the PSAT/PLAN, 68 took the SAT/ACT.

Students Enrolling in Post-secondary Schools: 89% of seniors stated that they were planning on attending a community college or four-year school.

Dropout Rate: The dropout rate for 1997-98 was 7.3%. The attendance rate was 85.9%.

Technology: A strategic plan for the infusion of technology into the curriculum was developed. Additional computers were purchased for the Career Center and the library. The Eureka career search program was available to students in the Career Center. Every classroom has at least one or more computers that are connected to the Internet.

Careers: The staff has developed an innovative plan to motivate students to explore a variety of career options. At this point, the students have chosen a

career path and explored occupations within their career path using the EUREKA computer program. They have also written skill-based resumes and have begun developing senior portfolios.

Parent Involvement: During the 1997-98 school year, the Hispanic Parents planned a very successful school and community Cinco de Mayo celebration. They accumulated over \$3,500 for scholarships. The PTSA sponsored flea markets and the Booster Club ran concessions to raise money for scholarships and athletic needs. The School Site Council reviewed the contents of the School-based Coordinated Plan and developed goals for the school year.

Grants: James Lick received several educational grants this year. HP and the Hewlett-Packard Company Foundation committed approximately \$4 million over five years to a new Diversity in Education Initiative. The program will fund at least four university and K-12 school partnerships that initiate or expand effective programs serving African American, Am. Indian, Latino and female students. James Lick has been selected to work with Alum Rock School District and SJSU on this project. This grant is aimed at addressing the low representation of women and minority groups in the U.S. engineering workforce and engineering schools.

Healthy Start Planning Grants: In 1997, James Lick received a \$50,000 Healthy Start Planning Grant to provide social, health and human health services for youth and their families. Next year James Lick will submit a \$400,000 Operational Grant requesting to provide these services for the next five years.

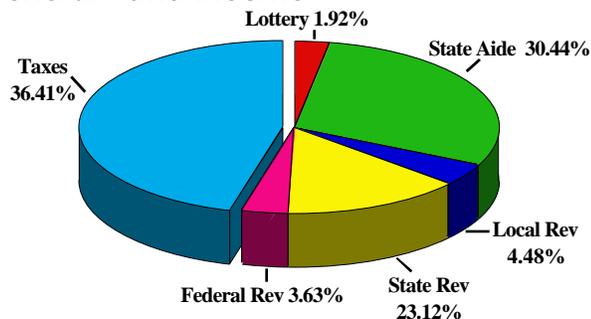
The faculty, staff, and administration are dedicated to continuing the improvement in all areas of our educational program. We are committed to our students and their growth as total human beings. We also invite any interested student, parent, or community member to call us with concerns or questions. Our primary goal is to serve you, the members of the James Lick community.

EXPENDITURES and SERVICES OFFERED

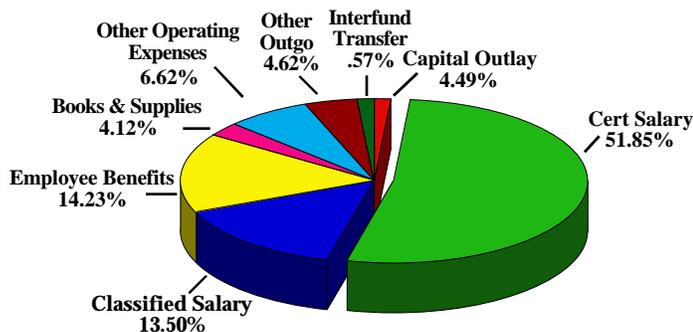
In 1997-98, the East Side Union High School District received \$146 million. When costs for direct instruction, transportation, salaries, fringe benefits, food services and facilities maintenance are considered, the district expended \$6,464 per student. The graphs below illustrate district income and expenditures.

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);

—General Fund Income—



—District Expenditures—



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
- Limited English Proficient (LEP)
- Special Education Classes
- Gifted and Talented Education (GATE)
- Adaptive Physical Education
- Speech Therapy
- School Psychologist
- Media Magnet
- Tutoring Programs
- SAT 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 Center (CCOC)
- Work Experience Program

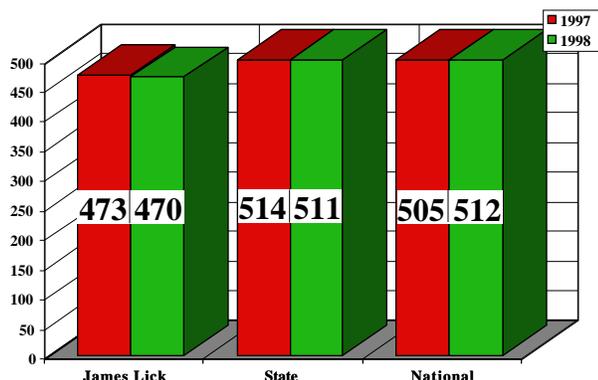
—Compensation / Salary—

Many things affect employee salary. Considerations that affect the salary of educators are: the size of the district and whether it serves only high school students, elementary students, or both. Below, we look at statewide averages, ranges and ESUHS D figures.

	STATE-WIDE AVERAGE	STATE-WIDE RANGE	ESUHS D
Beginning Teacher's Salary	\$27,896	\$25,531-\$34,662	\$29,577
Midrange Teacher's Salary	\$45,863	\$36,805-\$57,996	\$48,018
Highest Teacher's Salary	\$55,196	\$50,523-\$66,667	\$57,528
School-Site Principal's Salary	\$79,461	\$69,202-\$96,993	\$82,764
District Superintendent's Salary	\$106,594	\$82,082-\$126,719	\$110,165

The Scholastic Aptitude Test (SAT) is a voluntary 2 1/2 hour test that measures verbal and mathematical reasoning abilities related to successful performance in college. Colleges use the information to recruit and select students. The College Board reports the number of students from each school who took the test.

SCHOLASTIC APTITUDE TEST MATH SCALE SCORES



The College Board reports the average scale scores of students who gave permission to release those scores to their schools. In the mathematics section of the SAT, the James Lick students who gave permission to have their scores reported to their school averaged a scale score of 470 in 1998. This represents a decrease of 3 points from the previous year. The graph above compares the mean mathematics scores for James Lick attained in 1997 and 1998 with those attained by students across the state and across the nation.

COUNSELING and STUDENT SUPPORT SERVICES: 1997-1998

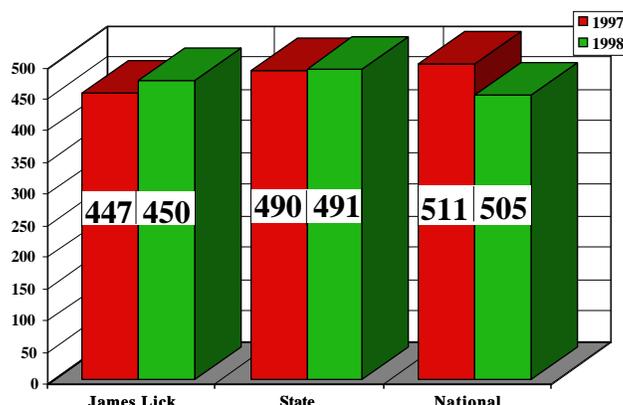
During the 1997-98 school year, James Lick had 68 full/part time teachers and ten instructional aides who provided direct classroom assistance to students in a variety of programs.



Additional staff who provide support services to the students are two counselors, two student advisors, a home-school liaison, three administrators, and a librarian. Other staff include a registrar, a counseling technician, bookroom clerk, an attendance office of three, a career technician, a part-time health clerk, a nutrition staff, and a custodial/gardening staff.

Both paid professionals and volunteer students provide tutoring in the areas of ELD and vocational education. A homework/study center is available to students two evenings each week for help in all subjects. Any student requesting help in any academic area need only ask his/her teacher for assistance.

SCHOLASTIC APTITUDE TEST VERBAL SCALE SCORES



In 1998, James Lick students volunteering their scores averaged a verbal scale score of 450, an increase of 3 points over the scores reported for their counterparts the previous year. The graph above compares the mean verbal scores for James Lick attained in 1997 and 1998 with those attained by students across the state and across the nation.

ATTENDANCE and DROPOUT RATES

In 1997-1998, James Lick's average daily attendance rate was 85.9%. All staff continue to work on reducing unexcused absences and more importantly on increasing the daily attendance rate. An automatic phone machine delivers a computerized message each night to the parents of all students absent that day. The attendance office also makes daily phone calls to verify absences and the Home School Liaison makes home visits when the phone contacts are unsuccessful.



The dropout rate for 1997-98 was 7.3%. (A student is considered a dropout if he/she leaves school and no transcript is requested from another school within 45 days). The counseling and attendance personnel work diligently in trying to find educational alternatives for students who are not successful in the regular program. The total number of students suspended during the 1997-98 school year was 293, and no students were expelled.

CLASSROOM DISCIPLINE and CLIMATE FOR LEARNING

The East Side Union High School District has a written discipline plan which is constantly revised and updated. This plan is given to all incoming 9th graders and the student advisors visit all 9th grade classrooms at the beginning of the school year to discuss this plan.

James Lick has an hour detention each afternoon from Monday through Thursday. This is a closely supervised study session and is used to help students

understand the importance of good attendance, punctuality, and good behavior.

The Discipline team is exploring the possibility of an In-School Suspension Program as a regular part of Lick's disciplinary measures. Experiments with this in the past have provided very positive results and we will continue to seek out ways to make this a permanent part of our program.