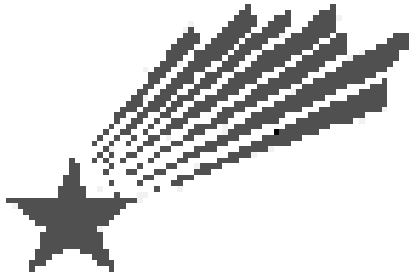


James Lick High School

57 North White Road, San Jose, CA 95127 • 408.347.4400
Catherine Giammona, Principal



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.

School Goals

- 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



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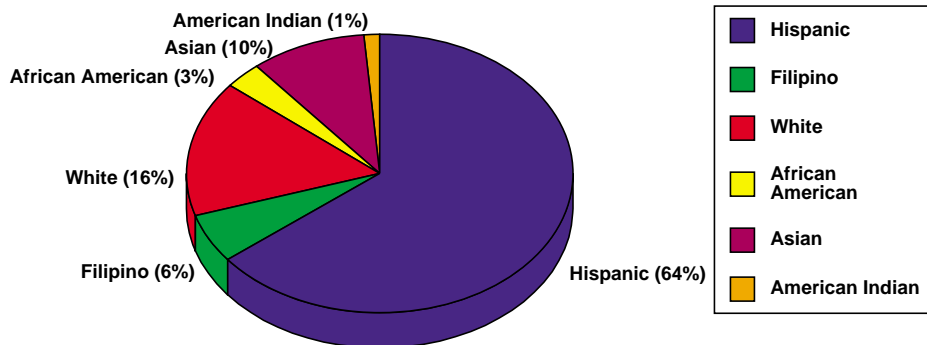
School Profile

Situated in the East San Jose foothills, James Lick High School was built in 1950 and is the oldest of the eleven high schools in the East Side Union High School District. A four million dollar plant renovation, finished in 1997, allowed staff and students to enter the new millennium with a new science wing, a new photo lab, and a revitalized communication magnet program. Most of the classrooms are completely renovated. Every regular classroom includes a TV monitor, a VCR, and computers wired to the Internet. A brand new Comet Family Resource Center has been built in the center of the campus to provide necessary social services to students and their families.

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

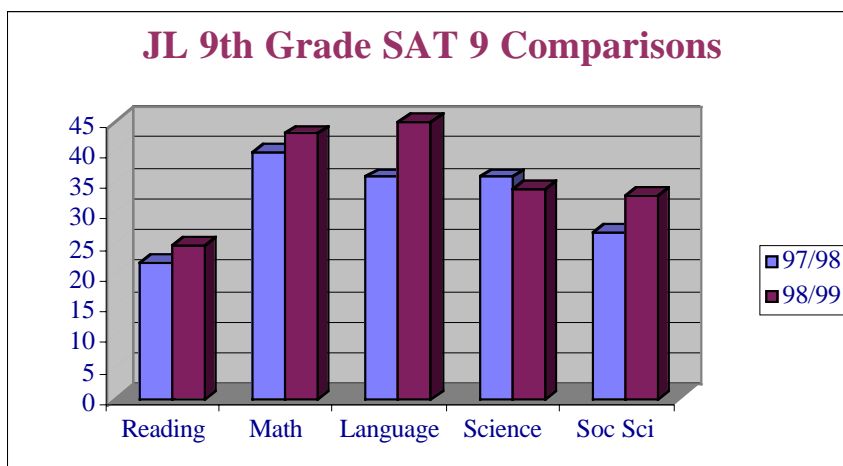
The tradition of excellence in the classroom, on the field, and in the workplace, which was established almost fifty years ago, is even more evident today. All academic and extracurricular programs are designed to increase and enhance student achievement.

Ethnic Breakdown

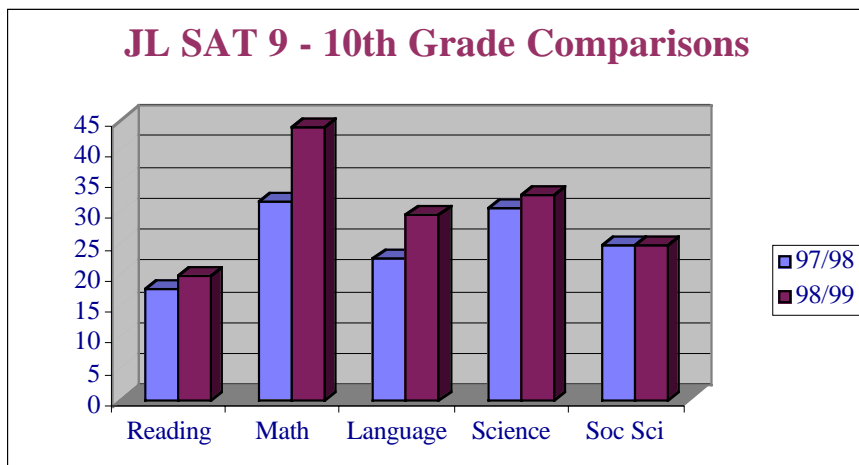


SAT9

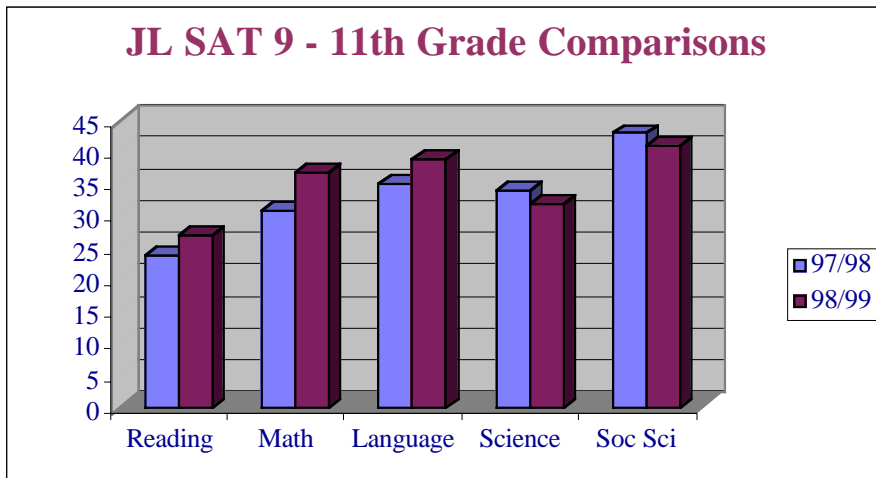
The State of California now requires schools to test all students using the Stanford Achievement Test version 9 (SAT-9) in grades 9-11. Students are tested in reading, language, mathematics, science and history/social science. The SAT9 test is designed to compare student performance against a national sample of students at the same grade level.



James Lick 9th grade students scored higher in all areas except science when compared to the 1997/98 9th grade class.



James Lick 10th grade students scored equal to or higher in all subject areas when compared to the 1997/98 10th grade class.

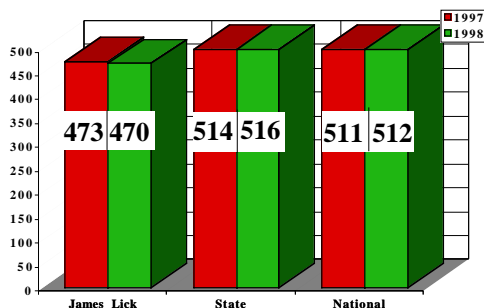


James Lick 11th grade students scored better in reading, math and language when compared to the 1997/98 11th grade class. Slight decreases were experienced in science and social science.

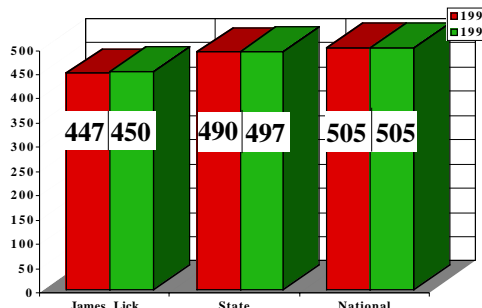
The Scholastic Aptitude Test (SAT) is a voluntary 2 1/2 hour test that measures verbal and mathematical reasoning abilities related to successful performance in college. Colleges use the information to recruit and select students. The College Board reports the number of students from each school who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

Scholastic Aptitude Test

Math Scale Scores



Verbal Scale Scores



The College Board reports the average scale scores of students who gave permission to release those scores to their schools. The graph above compares the mean mathematics and verbal scores for James Lick attained in 1997 and 1998 with those attained by students across the state and across the nation.

In 1998-1999, James Lick's average daily attendance rate was 89.1%. 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 1998-99 was 6.6%. (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 1998-99 school year was 221, and 4 students were expelled.

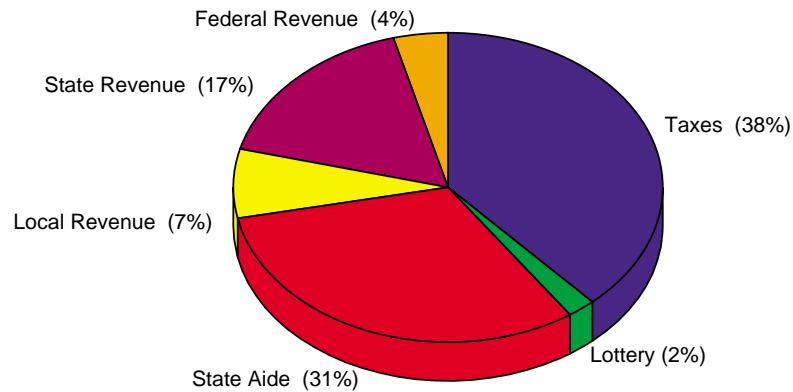
Student Achievement

School Attendance/ Dropout Rates/ Expulsions

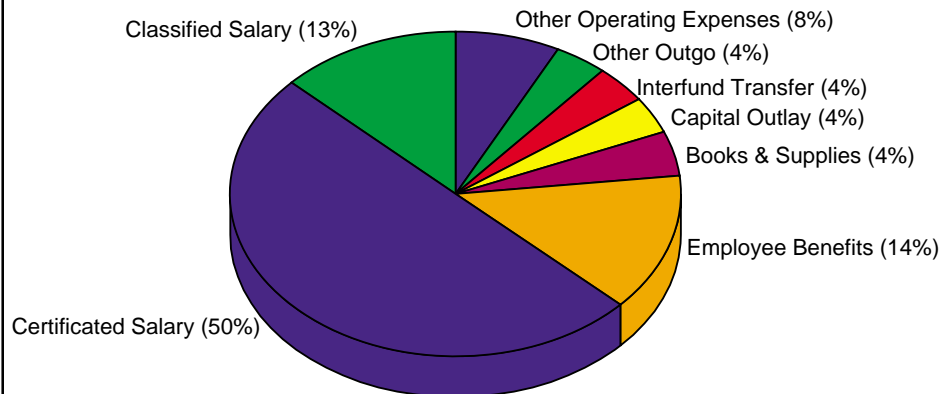
Expenditures and Services Offered

In 1998-99, 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 \$6,646 per student. The graphs below illustrate district income and expenditures.

—General Fund Income—



—District 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); 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

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 provide statewide averages, ranges and ESUHSD figures.

	STATE-WIDE AVERAGE	STATE-WIDE RANGE	ESUHSD AVERAGE
Beginning Teacher's Salary	\$30,652	\$27,309-\$37,130	\$30,351
Midrange Teacher's Salary	\$50,676	\$41,540-\$59,852	\$52,607
Highest Teacher's Salary	\$60,962	\$53,428-\$69,300	\$64,827
School-Site Principal's Salary	\$86,783	\$68,065-\$109,091	\$84,673
District Superintendent's Salary	\$117,436	\$90,436-\$138,395	\$121,033

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 Education 29	Safety Education 35
Typing/Keyboard 40	Science 32
English 30	Social Science 32
Foreign Language 29	<i>Additionally, the following classes</i>
Homemaking 29	<i>average:</i>
Industrial Education 29	ELD
Mathematics 32	Language Arts 1 & 2 20
Performing Arts (Band,	Survival Skills 20
Choir, except for Drama) 30	Language Arts 3 30
Physical Education 42	Bilingual/Sheltered 25
Reading	
Improvement & Development . 20	

All ninth grade English classes were loaded at a ratio of 20 to 1 under the auspice of the state's class size reduction program. Additionally 9th grade math and science were reduced to 20 to 1 or 25 to 1.

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 authorizations, appropriate special credentials are obtained. For the school year of 1998-99, there were approximately 4 teachers requiring special credentials throughout the district.

Compensation/ Salary

Class Size and Teaching Loads

Teacher Assignments

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.

Teacher Evaluation and Teaching Loads

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/ 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.

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

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

Counseling/Student Services

During the 1998-99 school year, James Lick had 65 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 four counselors, two student advisors, a home-school liaison, three administrators, and a librarian. Other staff include a registrar, a counseling technician, a 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 ELL and vocational education. A homework/study center is available to students four evenings each week for help in all subjects. Any student requesting help in any academic area need only ask his/her teacher for assistance.

Safety, Cleanliness of School Facilities

The James Lick High School community—students, teachers, staff, administrators, parents and neighbors—works cooperatively to maintain a safe campus and neighborhood. Local law enforcement agencies, parents, students and the school staff continually update and refine the school safety plan. This plan addresses all aspects of safety—from violence prevention to earthquake preparedness.

Several emergency drills are held throughout the year. These drills provide students and staff with opportunities to practice duck and cover techniques, evacuating the building and dealing with hostile intruders.

Besides providing a safe environment, the district and school strive to house students in a clean and comfortable setting. Thanks to the recent renovations, most of the campus has a fresh appearance. Our custodial staff works to keep the facility as clean and new as possible.

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.

The James Lick staff, students and parents participated in a yearlong WASC self-study process. All eight staff development days were devoted to the examination of student work and to the development of a schoolwide action plan. Extensive work was done in the following areas: 1) Vision, Leadership, and Culture, 2) Curricular Paths, 3) Powerful Teaching and Learning, 4) Support for Student Personal and Academic Growth, and 5) Assessment and Accountability.

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 49 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 will continue the following goals for the 1998-99 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 90.1%.

PSAT/SAT/ACT: 457 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 1998-99 was 6.6%. The attendance rate was 89.1%.

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 Choices 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 Choices computer program. They have also written skill-based resumes and have begun developing senior portfolios.

Parent Involvement: During the 1998-99 school year, the Hispanic parents planned a very successful school and community Cinco de Mayo celebration. They accumulated over \$3,500 for scholarships. 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.

Classroom Discipline

Staff and Curriculum Development

Quality of Instruction and Leadership

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, American 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 \$400,000 Healthy Start Operational Grant to provide social, health and human health services for youth and their families.

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.

Work Force Preparation

Through READY, Reaching Expectations And Discovering Your future, each student has the opportunity to investigate, select, and follow a career path. The James Lick staff has developed an innovative plan to motivate students to explore a variety of career options. Through this program it is hoped that the students will begin to draw connections between what they are learning and what they would like to do with their lives. This should help make school more relevant and increase the students' success in school. Further, this process emphasizes the teaching of employability skills and the relationship between skills/knowledge and careers. To date the students have chosen a career path and explored occupations within their career path using the CHOICES computer program. This year's goal is for students to develop their own career portfolios and skill-based resumes, thus making the transition from school to work a smooth one.

Instructional Minutes

During the 1998/99 school year, the students were offered instruction on 172 days for a total of 65,190 minutes, that is, 390 minutes longer than the 64,800 minutes required by the State Department of Education. Teachers participated in 8 staff development days. A regular school day at James Lick is 370 minutes.

Superintendent Joe Coto
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