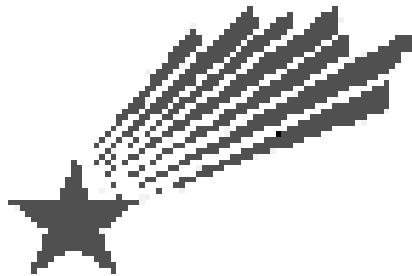


1999-2000 School Accountability Report Card (SARC)

This SARC is for the 1999-2000 school year. SARCs are published late due to the fact that some of the data is not released officially from the State until April of the following year.



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James Lick High School

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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
- Increase Reading Scores on SAT9

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.

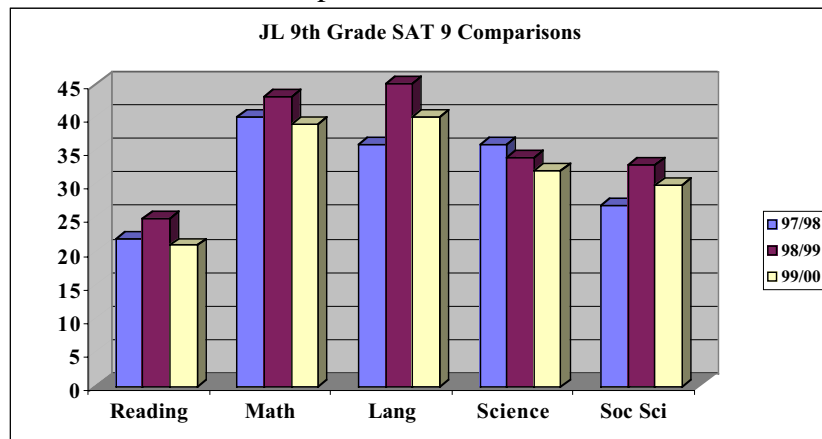
The tradition of excellence in the classroom, on the field, and in the workplace, which was established almost fifty years ago, is even more evident today. All academic and extracurricular programs are designed to increase and enhance student achievement.

Ethnic Breakdown of Student Body 1999-2000

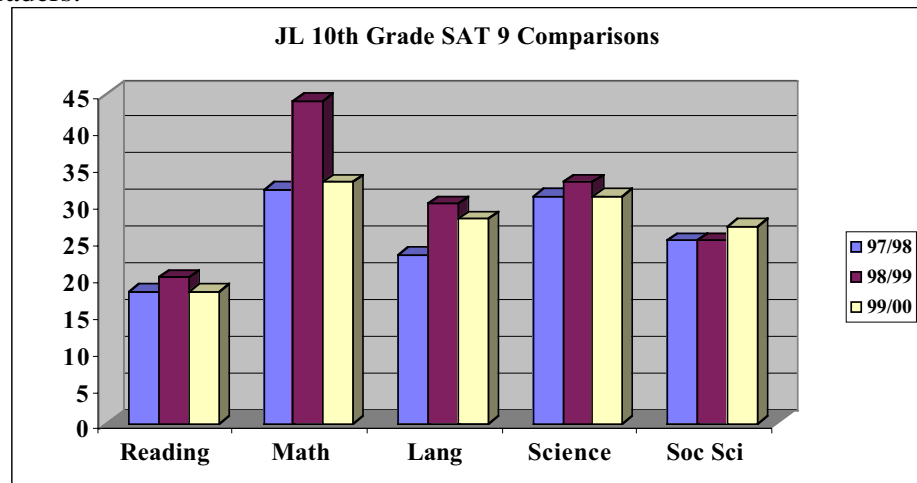
Hispanic	65.4%
Vietnamese	4.8%
Filipino	6.0%
White	14.8%
African American	2.9%
Other Asian	4.5%
American Indian	1.3%
Other	0.4%
Total	100.0%

SAT9

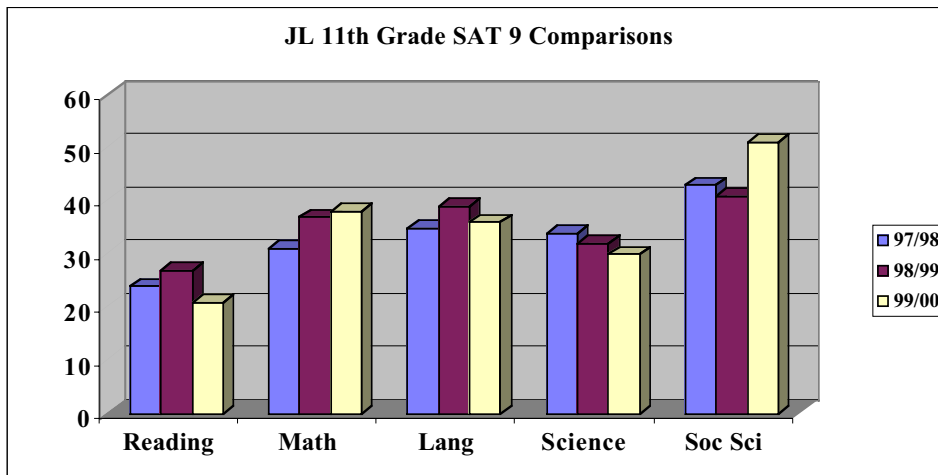
The State of California now requires schools to test all students using the Stanford Achievement Test version 9 (SAT-9) in grades 9-11. Students are tested in reading, language, mathematics, science and history/social science. The SAT9 test is designed to compare student performance against a national sample of students at the same grade level. James Lick has been identified for the Immediate Intervention Underperforming Schools Program by the State. They have been developed a 3 year plan aimed at improving SAT9 scores and their Academic Performance Index. Their API for 1999-2000 was 518. A 5% improvement in their API is expected in 2000-01.



James Lick 9th grade students' scores were comparable to the 9th graders in the 1997/98 test group in most areas but did not do as well as the 1998/99 9th graders.



James Lick 10th grade students' scores were also comparable or higher when compared to the 1997/98 10th grade class but they did not do as well as the 1998/99 10th graders.



James Lick 11th grade students scored better in math and social science when compared to the 1998/99 11th grade class. Slight decreases were experienced in reading, language and 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 (SAT) Scores

	97/98	98/99	99/00
Verbal			
James Lick SAT	450	444	432
District Average	463	459	459
County Average	519	516	516
State Average	491	492	492
Math			
James Lick SAT	470	450	465
District Average	499	494	502
County Average	557	552	558
State Average	516	513	517
% of Test Takers			
James Lick SAT	25%	32%	32%
District Average	34%	39%	38%
County Average	47%	49%	46%
State Average	41%	40%	36%

The College Board reports the average scale scores of students who gave permission to release those scores to their schools. The chart above compares the mean mathematics and verbal scores for James Lick students for the past three years with the mean of students taking the test in the district, the state and across the nation.

In 1999-2000, James Lick's average daily attendance rate was 92.5%. 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.

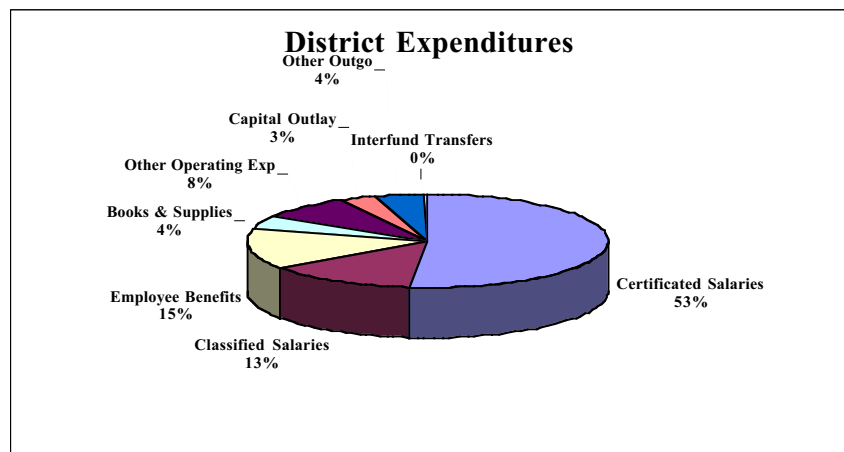
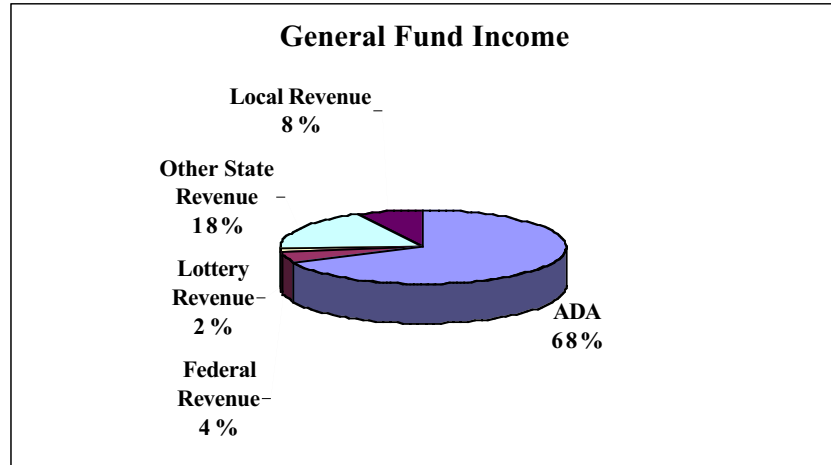
The dropout rate for 1999-2000 was 7.4% (A student is considered a dropout if he/she leaves school and no transcript is requested from another school within 45 days). The counseling and attendance personnel work diligently in trying to find educational alternatives for students who are not successful in the regular program. The total number of students suspended during the 1999-2000 school year was 172, and 3 students were expelled.

Student Achievement

School Attendance/ Dropout Rates/ Expulsions

Expenditures and Services Offered

In 1999-00, the East Side Union High School District received \$162 million. When costs for direct instruction, transportation, salaries, fringe benefits, food services and facilities maintenance are considered, the district expended \$7,023 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); Tech Prep; Work Experience; Central County Occupational Center, which includes Regional Occupational Satellite Programs; New Ways Workers; Partnership Academies and Job Placement Center.

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

The following special programs are offered at the school:

- English Language Development (ELD) classes
- Special Education Classes
- Gifted and Talented Education (GATE)
- Adaptive Physical Education
- Speech Therapy
- School Psychologist
- Media Magnet
- Tutoring Programs
- SAT Prep classes
- 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	\$35,000
Midrange Teacher's Salary	\$50,676	\$41,540-\$59,852	\$55,542
Highest Teacher's Salary	\$60,962	\$53,428-\$69,300	\$68,349
School-Site Principal's Salary	\$86,783	\$68,065-\$109,091	\$80,336
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	

The district participates in the federal and state class size reduction programs enabling all ninth grade English classes to be loaded at a ratio of 20 to 1 and 9th grade math and science at 20 to 1 or 25 to 1.

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 1999-2000, there were approximately 21 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 \$40.00 and \$45.00. Students who take five required courses may have as many as 5 texts with a total value in excess of \$200.00.

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

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

Counseling/Student Services

During the 1999-2000 school year, James Lick had 73 full/part time teachers. Currently, there are 10 paraeducators who provide teacher support and instruction in the classroom in a variety of programs. In addition to the committed teaching staff, James Lick employs additional support services to students with five counselors, two advisors, one home-school liaison, three administrators, and a librarian. Other staff include a registrar, a counseling technician, three attendance secretaries, health clerk, career technician, bookroom clerk, bank clerk, and nutrition staff, and a custodial/gardening staff. Both paid professionals and volunteer students provide tutoring in all academic areas and ELL four days a week. Students at James Lick are fortunate to have a committed group of teachers who, in addition to tutoring services, meet with students requesting help.

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 has organized and established 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.

Teachers and students are committed to constant improvement. Naming only a few practices, teachers and students routinely utilize techniques taught at staff development days that include reciprocal teaching and test taking strategies in addition to implementation and sharing of best teaching and learning practices.

The administrators and teachers of James Lick have embarked upon a program designed to improve the quality of teaching and learning of the school. Two years of State required testing has resulted in a greater focus in Literacy (reading and writing). As a school they ranked in the 20th percentile in reading (the 50th percentile is considered the norm). Reading is a skill that is so fundamentally linked to success that it is often taken for granted. Successful people are expected to read and understand a wide variety of materials that extend beyond the classroom. James Lick has set the following goals to address the needs of its students.

The following is a brief summary of progress toward these goals.

	1998	1999	2000
Graduation Rate	81.8%	90.1%	85.3%
PSAT Test takers	138	157	216
PLAN Test takers	257	300	342
SAT Test takers	65	96	80
ACT Test takers	16	0	0
Post Secondary	89%	89%	80%
Drop Out Rate	6.6%	5.7%	7.4%
SAT/9 Reading Scores	21%	24%	20%

Technology: James Lick submitted a Digital High School Grant to the State of California which will bring \$420,000 for the 2001-02 school year and then \$60,000 each year for three years. The plan calls for increased training in using technology for teachers and students. Outdated technology and software will be replaced. The purpose of this plan is to improve literacy through increased reading and writing.

Career and Vocational Services: The counseling department meets with each individual student developing a four-year plan. Students take the PLAN to help them focus their academic and career goals. Additionally students may sign up for the ASVAB test (sponsored by this Armed Forces) to help them identify their career strengths.

Parent Involvement: Parents are involved in a wide variety of programs such as the Booster Club, Bilingual Advisory and the School Site Council. Parents participated in the development of the Digital High School grant providing input on the technology and training and the School-Based Coordinated Plan. After reviewing the SAT/9 data, the staff and community has developed a plan to improve the academic achievement of our students. Our plan focuses on

Classroom Discipline

Staff and Curriculum Development

Quality of Instruction and Leadership

improving the literacy of our students. As a result of this plan, all incoming freshmen will be placed in a math, science, English and AVID core. The freshmen core classes enable the teacher to work as a team identifying strategies to help each student be more successful. The AVID (Advancement Via Individual Determination) class provides reading, writing, study skills, and note taking strategies which are required in all classes. AVID is a State recognized program with an extensive record for increasing the numbers of students who are prepared for their choice of a career or higher education. To further improve reading skills, students reading below the 39th percentile on the SAT/9 are placed in reading classes. Acknowledging the fact that improved reading is every one's responsibility, the entire teaching staff has received special training in implementing reading strategies across the curriculum. Reading is the key that unlocks the world of knowledge and success and we are committed to provide the reading skills of all of our students.

Work Force Preparation

The James Lick staff is working hard to prepare students for the world beyond high school. Students at James Lick have the opportunity to prepare by participating in the Marketing ROP course and CCOC (Regional Occupational Center for specific vocational training). Sophomores participate in the PLAN test, which helps direct students towards areas of strength and interest. As part of the James Lick High School goal for students, it is hoped that students will utilize the CHOICES computer program to explore career paths and to develop their own career portfolio and skill-based resume. Completion of all or any of the above will hopefully make the transition from school to career a smooth one.

Instructional Minutes

The 1999-2000 school year consisted of 180 instructional days. Students were enrolled in classes that were 58 minutes long resulting in 65,405 minutes of instruction, which is 605 minutes longer than 64,800 minutes required by the State Department of Education. The additional 605 minutes is used for teacher training and collaboration.

Superintendent Joe Coto
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