



# James Lick High School

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

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## 2015-16 School Accountability Report Card Published During the 2016-17 School Year



### East Side Union High School District

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San Jose, CA 95133  
(408) 347-5000  
[www.esuhd.org](http://www.esuhd.org)

#### District Governing Board

Frank Biehl  
J. Manuel Herrera  
Van Thi Le  
Pattie Cortese  
Lan Nguyen

#### District Administration

Chris D. Funk  
**Superintendent**  
Glenn Vander Zee  
**Assistant Superintendent**  
**Educational Services**

Marcus Battle  
**Associate Superintendent**  
**Business Services**

Cari Vaeth  
**Associate Superintendent**  
**Human Resources**

### School Description

James Lick is a small school that opened in 1950 as the first school in the East Side High School District. The school currently serves first and second-generation immigrant families, working class, and 75% of our families qualify for free and reduced lunch. Our student population is 76% Hispanic, 2% African American, 6% Asian, 7% Filipino, 5% White and 4% other. Parent education level reveals that 51% of parents do not claim to have earned a high school diploma and only 11% possess a postsecondary degree. James Lick, however, recognizes that demographics are not destiny and has embarked on an undertaking to significantly impact the lives and economic well being of our students and parents by providing access to high quality education, that will empower our students with the skills necessary to be successful in their college and career.

James Lick has made great strides towards student success as measured by: graduation rates, A-G completion, lowering drop out rates and increasing the number of students taking AP courses. James Lick has become a transformational leader in school redesign. As of 2014, we joined the New Tech Network. This affiliation will help guide student success through Project Based Learning, and through four pillars: Agency, Growth Mindset, Collaboration, and Communication. Students will experience at least one cross-curricular and team taught course at each grade level and learn to demonstrate their understanding through authentic, real world projects. Teachers will become facilitators of the classroom and students will become independent seekers of information and knowledge.

The vision of James Lick is Silicon Valley Success, with a focus on making the job market in Silicon Valley a reality for our students.

The Mission of James Lick High School is to empower students to be effective communicators, collaborators, and problem solvers prepared for college and careers.

## About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	332
Grade 10	285
Grade 11	275
Grade 12	245
<b>Total Enrollment</b>	<b>1,137</b>

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.6
American Indian or Alaska Native	0.6
Asian	6.7
Filipino	6.3
Hispanic or Latino	78.9
Native Hawaiian or Pacific Islander	0.4
White	4.3
Two or More Races	0.3
Socioeconomically Disadvantaged	82.1
English Learners	21.6
Students with Disabilities	14.2
Foster Youth	0.4

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials			
James Lick High School	14-15	15-16	16-17
<b>With Full Credential</b>	49	51	57
<b>Without Full Credential</b>	4	6	5.3
<b>Teaching Outside Subject Area of Competence</b>	1	0	0
East Side Union High School District	14-15	15-16	16-17
<b>With Full Credential</b>	♦	♦	1016.6
<b>Without Full Credential</b>	♦	♦	51.7
<b>Teaching Outside Subject Area of Competence</b>	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
James Lick High School	14-15	15-16	16-17
<b>Teachers of English Learners</b>	2	1	0
<b>Total Teacher Misassignments</b>	3	1	0
<b>Vacant Teacher Positions</b>	0	1	2

\* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Core Academic Classes Taught by Highly Qualified Teachers

2015-16 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	95.6	4.4
Districtwide		
All Schools	95.3	4.7
High-Poverty Schools	94.9	5.1
Low-Poverty Schools	96.2	3.8

\* 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 39 percent or less in the free and reduced price meals program.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)**

<b>Textbooks and Instructional Materials</b>	
<b>Year and month in which data were collected: October 2016</b>	
<b>Core Curriculum Area</b>	<b>Textbooks and Instructional Materials/Year of Adoption</b>
<b>Reading/Language Arts</b>	<p>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                      ERWC (English 4)-- Expository Reading and Writing Course Student Reader 2013</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0%</p>
<b>Mathematics</b>	<p>CCSS Math 1 – “SpringBoard Integrated Mathematics I,” College Board 2017                      CCSS Math 2 – “SpringBoard Integrated Mathematics II,” College Board 2017                      CCSS Math 2 – “Secondary Math Two: An Integrated Approach,” Mathematics Vision Project, 2013                      CCSS Math 3 – “Secondary Math Three: An Integrated Approach,” Mathematics Vision Project, 2014                      Math Analysis – “Precalculus With Limits A Graphing Approach” Brooks/Cole Cengage Learning 2012</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0%</p>
<b>Science</b>	<p>Physiology- Holes Essentials of Anatomy and Physiology, McGraw Hill, 2002                      Biology – Web of Life (ISBN:0201334402) Principles and Explorations (isbn:0030514339)                      Chemistry – “Chemistry” Merrill/Glencoe 1998                      Physics – “Physics: Principles and Problems” Merrill/Glencoe 1983, 95, 02</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0%</p>
<b>History-Social Science</b>	<p>World History – “Modern World History” McDougal-Littell 2003                      US History – “The American Vision” Glencoe/McGraw Hill 2006                      American Government – “Government Alive! Power, Politics and You” TCI 2014                      Economics – “Econ Alive! The Power to Choose” TCI 2015</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0%</p>
<b>Foreign Language</b>	<p>Textbooks and Instructional Materials in use are standards aligned and officially adopted</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0%</p>
<b>Health</b>	<p>Textbooks and Instructional Materials in use are standards aligned and officially adopted</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0%</p>
<b>Visual and Performing Arts</b>	<p>Textbooks and Instructional Materials in use are standards aligned and officially adopted</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0%</p>
<b>Science Laboratory Equipment</b>	<p>Science labs are adequately equipped</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0%</p>

**School Facility Conditions and Planned Improvements (Most Recent Year)**

**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 and Modernization Projects**

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, 2005, 2014, 2015, 2016 and again in 2016-17. James Lick benefits from recently remodeled kitchen facilities, locker rooms, the 100, 200 wing, the 300 wing and Gymnasium. We also have designed and created a new Fire Science Building, a new Child Development Center, and a new building with 8 classrooms and 3 technology spaces. We are in the process of designing and building a new swimming pool, weight room, Comet Studio and Student Success Center, .

**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

**School Facility Good Repair Status (Most Recent Year)**  
 Year and month in which data were collected: June 2016

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer			X	Bld 300: Some leakage from roof and window. Action/Plan - site to submit work order. Bld 1000: Room 1001 has an A/C unit that trips the breaker. Action/Plan - site to submit work order.
<b>Interior:</b> Interior Surfaces	X			No item noted.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation			X	Baseball Complex: Squirrels are burrowing in the outer field. Action/Plan - site to submit work order. Bld 400: Ant infestation. Action/Plan - site to submit work order. Bld 1300: The external walls and corners are degraded and the building needs high intensity flood lights. Action/Plan - site to submit work order. Bld P1 Portable CR: no comment made. Action/Plan - site to submit work order. Bld P2 Portable CR: cats have been found underneath the building. Action/Plan - site to submit work order. Field Complex (Baseball, Soccer, Softball): no comments made. Action/Plan - site to submit work order.
<b>Electrical:</b> Electrical			X	Bld 500: Outlets not working. Action/Plan - site to submit work order. Exterior Lighting: no comments noted. Action/Plan - site to submit work order. Field Complex (Baseball, Soccer, Softball): no comments made. Action/Plan - site to submit work order.

**School Facility Good Repair Status (Most Recent Year)**  
Year and month in which data were collected: June 2016

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			No item noted.
<b>Safety:</b> Fire Safety, Hazardous Materials	X			No item noted.
<b>Structural:</b> Structural Damage, Roofs			X	Bld 200: Some leakage. Action/plan-site to submit work order. Bld 300: Some leakage from roof. Action/Plan - site to submit work order. Bld 400: Roof leakage in breezeway. Action/Plan - site to submit work order. Bld 500, Bld 600, Bld 700: some roof leakage. Action/Plan - site to submit work order.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences			X	Bld 300: Some leakage from window. Action/Plan - site to submit work order. Bld Bookrm: no comments. Action/Plan - site to submit work order.
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
				X

**B. Pupil Outcomes**

**State Priority: Pupil Achievement**

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
<b>Science</b>	22	25	26	54	50	49	60	56	54

\* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. 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.

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
<b>9</b>	19.2	23	41.3

\* Percentages are not calculated 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.

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
<b>ELA</b>	47	51	59	61	44	48
<b>Math</b>	16	18	37	38	34	36

\* Percentages are not calculated 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.

**2015-16 CAASPP Results by Student Group  
Science (grades 5, 8, and 10)**

Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	278	264	95.0	26.1
Male	142	133	93.7	25.6
Female	136	131	96.3	26.7
Asian	21	21	100.0	61.9
Filipino	21	21	100.0	38.1
Hispanic or Latino	216	206	95.4	20.9
White	11	9	81.8	22.2
Socioeconomically Disadvantaged	222	212	95.5	24.1
English Learners	59	57	96.6	3.5
Students with Disabilities	32	30	93.8	

\* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. 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.

**School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	266	247	92.9	50.6
Male	11	156	147	94.2	46.3
Female	11	110	100	90.9	57.0
Asian	11	25	23	92.0	82.6
Filipino	11	18	16	88.9	75.0
Hispanic or Latino	11	208	194	93.3	44.3
Socioeconomically Disadvantaged	11	228	212	93.0	49.5
English Learners	11	57	53	93.0	5.7
Students with Disabilities	11	29	26	89.7	11.5

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students 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 number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**School Year 2015-16 CAASPP Assessment Results - Mathematics  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	266	247	92.9	17.8
Male	11	156	147	94.2	19.7
Female	11	110	100	90.9	15.0

**School Year 2015-16 CAASPP Assessment Results - Mathematics  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Asian	11	25	23	92.0	43.5
Filipino	11	18	16	88.9	25.0
Hispanic or Latino	11	208	194	93.3	14.9
Socioeconomically Disadvantaged	11	228	212	93.0	16.5
English Learners	11	57	53	93.0	
Students with Disabilities	11	29	26	89.7	

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students 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 number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

### C. Engagement

#### State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

#### Opportunities for Parental Involvement (School Year 2016-17)

All parents are invited and encouraged to attend an annual meeting which shall be held in the fall during Back to School Night. A written notice (in English, Spanish) shall be sent to all parents and will include the rights of parents to be actively involved in supporting their children's academic achievement. Parents will also receive a description of services provided to children.

Each year parents shall be invited to attend a number of regularly scheduled meetings (such as School Site Council (SSC), District English Language Advisory Council (DELAC), English Language Advisory Council (ELAC), African American Parent Coalition, Latino Parent Coalition, Booster Clubs, College Night, Back to School Night, Expo Evenings, Principal Coffee Talks every Wednesday morning etc.), that are planned at times convenient for their participation. The goal of these meetings is to keep parents informed regarding the progress of students in the core academic program, intervention programs and other issues pertaining to James Lick High School. Through these meetings, parents will be involved, on an on-going basis, in the planning, review and improvement of programs, including the Parent Involvement Policy, Safety Plan and School Plan.

James Lick High School has employed a full time Parent and Community Liaison that has created a Parent and Community Center that serves as a central location for building and maintaining parent and community support.

#### State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

#### School Safety 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. The school has also built relationships with many outside service agencies such as, Alum Rock Counseling Center, Starlight, Asian American Recovery Services, and Next Door Solutions.

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 2016.

Suspensions and Expulsions			
School	2013-14	2014-15	2015-16
Suspensions Rate	6.3	3.8	2.9
Expulsions Rate	0.3	0.1	0.0
District	2013-14	2014-15	2015-16
Suspensions Rate	4.5	3.5	3.8
Expulsions Rate	0.1	0.0	0.1
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
Expulsions Rate	0.1	0.1	0.1

#### D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2016-17 Federal Intervention Program		
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	15	
Percent of Schools Currently in Program Improvement	78.9	

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	4
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	.5
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	1
Nurse	0
Speech/Language/Hearing Specialist	0
Resource Specialist	0
Other	0
Average Number of Students per Staff Member	
Academic Counselor	280.5

\* 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.

Average Class Size and Class Size Distribution (Secondary)												
Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
English	27	26	27	12	11	7	30	26	38	10	11	
Mathematics	27	27	29	13	7	1	22	6	31	14	12	5
Science	30	29	31	5	5	4	15	18	27	15	11	2
Social Science	29	27	25	8	8	2	10	16	34	20	11	1

\* 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 rather than grade level.



### Professional Development provided for Teachers

Professional development opportunities for staff members are multifaceted and clearly and consistently linked to the state's standards, common core, 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. The current professional development plan is centered around the implementation of Project Based Learning and Problem Based Learning since James Lick is now part of the New Tech Network. 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. Induction Program 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 the Common Core State Standards as well as to provide instructional support for the full implementation of Project and Problem Based Learning.

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 centered around individual implementation of Project Based Learning and Problem Based learning as well as co-teaching in interdisciplinary teams (eg. Biology - Literature, Math - PE, English 2 and World History).

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

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$51,847	\$46,184
Mid-Range Teacher Salary	\$85,132	\$75,179
Highest Teacher Salary	\$105,058	\$96,169
Average Principal Salary (ES)		
Average Principal Salary (MS)		\$124,243
Average Principal Salary (HS)	\$140,146	\$137,939
Superintendent Salary	\$251,562	\$217,637
Percent of District Budget		
Teacher Salaries	36%	35%
Administrative Salaries	4%	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/).

### Types of Services Funded

Categorical funds are directed to assist those learners who perform below grade level in the areas of Language Arts and Mathematics. In class support is provided for freshman and sophomores who are below grade level. 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. Language Art Coaches at the freshmen and sophomore level regularly participate in the design and implementation of the English curriculum and tie support directly to the daily tasks.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
James Lick High School	2011-12	2013-14	2014-15
Dropout Rate	16.00	15.50	20.00
Graduation Rate	79.93	82.94	76.08
East Side Union High School District	2011-12	2013-14	2014-15
Dropout Rate	13.50	12.00	11.70
Graduation Rate	81.95	82.86	83.03
California	2011-12	2013-14	2014-15
Dropout Rate	11.40	11.50	10.70
Graduation Rate	80.44	80.95	82.27

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$9,072	\$1,159	\$7,913	\$81,635
District	♦	♦	\$6,960	\$84,725
State	♦	♦	\$5,677	\$77,824
Percent Difference: School Site/District			13.7	1.0
Percent Difference: School Site/ State			48.0	9.0

\* Cells with ♦ do not require data.

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	82
% of pupils completing a CTE program and earning a high school diploma	N/A
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2015-16 Students Enrolled in Courses Required for UC/CSU Admission	98.38
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	36.9

\* Where there are student course enrollments.

2015-16 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		◆
English	2	◆
Fine and Performing Arts	1	◆
Foreign Language	2	◆
Mathematics	2	◆
Science	2	◆
Social Science	3	◆
All courses	12	13

Completion of High School Graduation Requirements			
Group	Graduating Class of 2015		
	School	District	State
All Students	81	83	86
Black or African American	100	78	78
American Indian or Alaska Native	100	67	78
Asian	89	94	93
Filipino	93	92	93
Hispanic or Latino	78	74	83
Native Hawaiian/Pacific Islander	0	79	85
White	100	90	91
Two or More Races	67	91	89
Socioeconomically Disadvantaged	42	66	66
English Learners	46	55	54
Students with Disabilities	82	78	78

### Career Technical Education Programs

Currently, two groups of students participate in the Fire Service Pathway. An increasing number of students participate in the Silicon Valley Career Technical Education program for vocational readiness. Both our Fire Service Pathway and SVCTE are A-G eligible and count towards college entrance requirements.

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). 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.