

School Accountability Report Card

School Year 2001-2002

School Information		District Information	
School Name	Lick (James) High	District Name	East Side Union High
Principal	Bernardo Olmos	Superintendent	Joe Coto
Street	57 N. White Road	Street	830 N. Capitol Ave.
City, State, Zip	San Jose, CA 95127-1933	City, State, Zip	San Jose, CA 95133-1316
Phone Number	408 347-4400	Phone Number	408 347-5000
FAX Number	408 347-4415	FAX Number	408 347-5045
Web Site	jlnet.esuhdsd.org	Web Site	www.esuhdsd.org
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CDS Code	43-69427-4333639	SARC Contact	Lorraine Guerin

School Description and Mission Statement

School Description

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.

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

Expected Schoolwide Learning Results

James Lick Comets will be critical thinkers, problem solvers and decision makers

- Gather, organize and analyze information
- Demonstrate the ability to use information in a variety of situations
- Set goals, understand options and prioritize solutions
- Evaluate outcomes
- Work collaboratively

Comets will be able to function in a multicultural and diverse society

- Possess sensitivity to others' opinions
- Demonstrate teamwork
- Respect others and their property
- Work in a variety of work situations
- Empathize with others
- Express interest in and understanding of other cultures

Comets will be productive citizens

- Transfer knowledge into everyday life
- Develop the skills required to be a contributing member of the society
- Secure meaningful employment
- Actively participate in the democratic process

Comets will be self directed learners

- Show respect for others
- Independent thinkers
- Demonstrate awareness of fine arts and music
- Develop intellectual curiosity
- Integrate basic skills with life experiences
- Are technologically competent
- Have created a vision for the future

Comets will be lifelong learners

- Demonstrate global awareness
- Are flexible thinkers
- Demonstrate awareness of fine arts and music
- Develop intellectual curiosity
- Integrate basic skills with life experiences

Comets will be good communicators

- Listen objectively with empathy
- Develop good mediation skills
- Speak clearly
- Write effectively
- Read for clarity and understanding
- Express creative concepts

Opportunities for Parental Involvement

Contact Person Name		Contact Person Phone Number
School Site Council	Jose Robles	408.347-4400
Digital High School	David Porter	408.347.4400
Bilingual Parent Advisory	Theresa Heger	408.347.4400
Puente	Veronica Flores	408.347.4446
Safety Committee	Vic Maestas	408.347-4430
Activities	Roberta Cabigas	408.347.4450
English for Spanish speakers	Ray Valverde	408.347.5170

I. Demographic Information

Student Enrollment, by Grade Level

Grade Level	Enrollment
Grade 9	349
Grade 10	371
Grade 11	330
Grade 12	289
Ungraded Secondary	2
Total	1341

Student Enrollment, by Ethnic Group

The percentage of students is the number of students in a racial/ethnic category divided by the school's most recent California Basic Educational Data System (CBEDS) total enrollment.

Racial/Ethnic Category	Number of Students	Percentage of Students	Racial/Ethnic Category	Number of Students	Percentage of Students
African-American	46	3.4	Hispanic or Latino	906	67.6
American Indian or Alaska Native	15	1.1	Pacific Islander	5	0.4

Asian-American	115	8.6	White (Not Hispanic)	180	13.4
Filipino-American	74	5.5	Other	0	0.0

II. School Safety and Climate for Learning

School Safety Plan

Date of Last Review/Update	February 25, 2002	Date Last Discussed with Staff	August 28, 2001
<p>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, 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.</p> <p>Several emergency drills are held throughout the year. These drills provide students and staff with opportunities to practice duck and cover techniques, evacuating the buildings and dealing with hostile intruders.</p> <p>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. The custodial staff works to keep the facility as clean and new as possible.</p>			

School Programs and Practices that Promote a Positive Learning Environment

<p>STATUS</p> <p>James Lick High School has a clear, concise and publicized discipline code that is in direct alignment with the district policy, state, local and federal codes. The dress code, the campus evacuation routes, discipline chart, campus emergency procedures and other pertinent information is posted in a visible place that all students can see and follow in every classroom..</p> <p>The attendance office monitors all students closely regarding absences and tardies through:</p> <ul style="list-style-type: none"> • parent calls • maintenance of student folders • efficient student logs, advance admits, notes and records • advisor, liaison and administration student monitoring, discipline and positive attendance promotion • parent/teacher/student conferences • immediate referral response <p>A clear, concise attendance and tardy policy exists on the campus and the entire staff including students and parents are expected to follow and uphold this policy</p>
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Suspensions and Expulsions

The number of suspensions and expulsions is the total number of incidents that result in a suspension or expulsion. The rate of suspensions and expulsions is the total number of incidents divided by the school's California Basic Educational Data System (CBEDS) total enrollment for the given year. In unified school districts, a comparison between a particular type of school (elementary, middle, high) and the district

average may be misleading. Schools have the option of comparing their data with the district-wide average for the same type of school.

	School			District		
	2000	2001	2002	2000	2001	2002
Suspensions (number)	154	138	116	2549	2101	2109
Suspensions (rate)	11%	9%	8.6%	10%	9%	9.3%
Expulsions (number)	7	1	2	74	31	31
Expulsions (rate)	0.5%	0.1%	0.2%	0.3%	0.1%	0.1%

School Facilities

The campus has undergone a renovation process since 1992, as such; the campus has been upgraded with some modern safety facilities that promote positive learning and teaching environments.

- Modern-adequate campus lighting, exterior and interior, that is timed throughout a 24-hour period.
- New doors and hall sections that are in accordance with state and federal fire codes.
- New door locks for safety.
- Addition of campus lunch windows, grates and covers to better serve student lunch program, thus promoting orderly and safe break and lunch periods.
- New heating-HVAC systems.
- Classroom renovations that include new carpeting, desks, lighting, expanded floor plans, integrated video, computer equipment and data lines.
- New insulation and modern fire retardant materials throughout each classroom.
- New quad benches and tables.
- New plumbing in existing bathrooms.
- New fire alarm system throughout the campus.
- New school-wide public address system.
- New gym bleachers, lighting, doors and to some extent, locker room renovation.
- New renovated, seeded, sprinkler system and designed P.E. Athletic fields that promote student participation in sports, physical education, and extra- curricular activities.

Maintenance Efforts

Although the campus has been renovated, no new bathroom facilities were added to serve an ever expanding student population. Additionally, although the campus has expanded in size and services, the maintenance-janitorial department has not been expanded in personnel. Community and after school services also continue to increase.

Every effort is being made to maintain, improve and repair the campus facilities that serve students throughout the day. They include but are not limited to:

- campus clean-up
- bathroom maintenance-service
- quad cleanup – maintenance
- playgrounds/fields maintenance-service
- physical plant/building maintenance-service
- classroom maintenance-service and repair
- graffiti, vandalism and litter cleanup, removal and repair

The current status of these efforts is fair but is in the improvement mode; close supervision and accountability of maintenance/janitorial services are currently being implemented as well as strict supervision, monitoring and accountability of all staff, with strong support systems, in order to improve the aforementioned.

III. Academic Data

Standardized Testing and Reporting (STAR)

Through the California Standardized Testing and Reporting (STAR) Program, students in grades 2-11 are tested annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) in English Language Arts and Mathematics in grades 2-11, and Science and History-Social Science in grades 9-11; and the Stanford Achievement Test, Ninth Edition (Stanford 9), which tests Reading, Language, Mathematics (grades 2-11), Spelling (grades 2-8), and Science and History-Social Science (grades 9-11 only). *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

California Standards Tests (CST)

The California Standards Tests show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). Students scoring at the Proficient or Advanced level have met state standards in that content area. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

CST - English Language Arts

Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

Grade Level	School			District			State		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
9	---	9	19	---	27	32	---	28	33
10	---	10	16	---	27	30	---	31	33
11	---	12	15	---	24	28	---	29	31

CST - Mathematics

Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

Grade Level	School			District			State		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
9	---	---	3	---	---	17	---	---	21

10	---	---	3	---	---	15	---	---	21
11	---	---	2	---	---	13	---	---	18

CST - Science

Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

Grade Level	School			District			State		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
9	---	---	2	---	---	7	---	---	22
10	---	---	3	---	---	22	---	---	26
11	---	---	9	---	---	18	---	---	25

CST - History/Social Science

Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

Grade Level	School			District			State		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
9	---	---	10	---	---	22	---	---	24
10	---	---	7	---	---	19	---	---	24
11	---	---	13	---	---	23	---	---	31

CST - Subgroups - English Language Arts

Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

Grade Level	Male	Female	English Learners	Not-English Learners	Socioeconomically Disadvantaged	Not Socioeconomically Disadvantaged	Migrant Education Services
9	15	23	3	27		19	
10	12	19	3		7	18	
11	13	17	1		8	17	

CST - Subgroups - Mathematics

Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

Grade Level	Male	Female	English Learners	Not-English Learners	Socioeconomically Disadvantaged	Not Socioeconomically Disadvantaged	Migrant Education Services
9	5	1		5		3	
10	5	0	5		1	3	
11	4	1				3	

CST - Subgroups - Science

Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

Grade Level	Male	Female	English Learners	Not-English Learners	Socioeconomically Disadvantaged	Not Socioeconomically Disadvantaged	Migrant Education Services
9	11	9	1	15		10	
10	8	5	1		4	8	
11	12	14	4		7	15	

CST - Subgroups - History/Social Science

Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

Grade Level	Male	Female	English Learners	Not-English Learners	Socioeconomically Disadvantaged	Not Socioeconomically Disadvantaged	Migrant Education Services
9	11	9	1	15		10	
10	8	5	1		4	8	
11	12	14	4		7	15	

CST - Racial/Ethnic Groups - English Language Arts

Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

Grade Level	African-American	American Indian or Alaska	Asian-American	Filipino-American	Hispanic or Latino	Pacific Islander	White (not Hispanic)	Other
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		Native						
9			30	29	13		45	
10	8		16		12		32	
11			26	20	11		28	

CST - Racial/Ethnic Groups - Mathematics

Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

Grade Level	African-American	American Indian or Alaska Native	Asian-American	Filipino-American	Hispanic or Latino	Pacific Islander	White (not Hispanic)	Other
9					2		5	
10			15		1		5	
11					1			

CST - Racial/Ethnic Groups - Science

Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

Grade Level	African-American	American Indian or Alaska Native	Asian-American	Filipino-American	Hispanic or Latino	Pacific Islander	White (not Hispanic)	Other
9								
10					2			
11					5			

CST - Racial/Ethnic Groups - History/Social Science

Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

Grade Level	African-American	American Indian or Alaska Native	Asian-American	Filipino-American	Hispanic or Latino	Pacific Islander	White (not Hispanic)	Other
9			15	20	7		22	

10	8		12		5		13	
11			13		11		26	

Stanford 9 (SAT 9)

Reading and mathematics results from the Stanford 9 test are reported for each grade level as the percentage of tested students scoring at or above the 50th percentile (the national average). School results are compared to results at the district and state levels. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

SAT 9 - Reading

Percentage of students scoring at or above the 50th percentile

Grade Level	School			District			State		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
9	16	15	19	30	32	33	35	35	34
10	12	15	17	26	28	31	34	34	34
11	16	14	22	29	29	30	36	37	37

SAT 9 - Mathematics

Percentage of students scoring at or above the 50th percentile

Grade Level	School			District			State		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
9	33	31	43	57	56	60	51	51	52
10	32	23	31	46	47	50	46	45	46
11	38	28	28	48	47	48	47	46	47

SAT 9 - Subgroups - Reading

Percentage of students scoring at or above the 50th percentile

Grade Level	Male	Female	English Learners	Not-English Learners	Socioeconomically Disadvantaged	Not Socioeconomically Disadvantaged	Migrant Education Services
9	18	21	2	29		19	
10	16	18	2	26	11	19	

11	23	22	4	30	10	25	
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SAT 9 - Subgroups - Mathematics

Percentage of students scoring at or above the 50th percentile

Grade Level	Male	Female	English Learners	Not-English Learners	Socioeconomically Disadvantaged	Not Socioeconomically Disadvantaged	Migrant Education Services
9	40	45	30	50		42	
10	33	28	21	37	25	32	
11	27	29	13	35	22	30	

SAT 9 - Racial/Ethnic Groups - Reading

Percentage of students scoring at or above the 50th percentile

Grade Level	African-American	American Indian or Alaska Native	Asian-American	Filipino-American	Hispanic or Latino	Pacific Islander	White (not Hispanic)	Other
9			20	20	14		56	
10			16		11		47	
11			17	7	21		43	

SAT 9 - Racial/Ethnic Groups - Mathematics

Percentage of students scoring at or above the 50th percentile

Grade Level	African-American	American Indian or Alaska Native	Asian-American	Filipino-American	Hispanic or Latino	Pacific Islander	White (not Hispanic)	Other
9			65	65	35		64	
10			52		23		39	
11			48	43	23		37	

California Fitness Test

Percentage of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards)

Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

Grade Level	School			District			State		
	Total	Female	Male	Total	Female	Male	Total	Female	Male
9	18.6	9.2	27.9	23.4	20.2	27.0	22.7	21.0	24.6

Academic Performance Index (API)

The **Academic Performance Index (API)** is a score on a scale of 200 to 1000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet.

Growth Targets: The annual growth target for a school is 5% of the distance between its base API and 800. The growth target for a school at or above 800 is to remain at or above 800. Actual growth is the number of API points a school gained between its base and growth years. Schools that reach their annual targets are eligible for monetary awards. Schools that do not meet their targets and have a statewide API rank of one to five are eligible to participate in the Immediate Intervention/Underperforming Schools Program (II/USP), which provides resources to schools to improve their academic achievement.

Subgroup APIs and Targets: In addition to a whole-school API, schools also receive API scores for each numerically significant racial/ethnic and socioeconomically disadvantaged subgroup in the school. Growth targets, equal to 80 percent of the school's target, are also set for each of the subgroups. Each subgroup must also meet its target for the school to be identified as having met its target.

Percentage Tested: In order to be eligible for awards, elementary and middle schools must have at least 95% of their students in grades 2-8 tested in STAR. High schools must have at least 90% of their students in grades 9-11 tested.

Statewide Rank: Schools receiving an API score are ranked in ten categories of equal size (deciles) from one (lowest) to ten (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: This is a comparison of each school with 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from one (lowest) to ten (highest) to indicate how well the school performed compared to schools most like it.

API criteria are subject to change as new legislation is enacted into law. More detailed and current information about the API and public school accountability in California can be found at the California Department of Education Web site at [Error! Hyperlink reference not valid.](#) or by speaking with the school principal

School Wide API

API Base Data				API Growth Data			
	1999	2000	2001		From 1999 to 2000	From 2000 to 2001	From 2001 to 2002
Percentage Tested	99	92	100	Percentage Tested	92	100	95
API Base Score	533	518	513	API Growth Score	515	513	517
Growth Target	13	14	14	Actual Growth	-18	-5	4

Statewide Rank	3	2	2	
Similar Schools Rank	7	5	3	

API Subgroups - Racial/Ethnic Groups

API Base Data				API Growth Data			
	1999	2000	2001		From 1999 to 2000	From 2000 to 2001	From 2001 to 2002
African-American				African-American			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
American Indian or Alaska Native				American Indian or Alaska Native			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Asian-American				Asian-American			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Filipino-American				Filipino-American			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Hispanic or Latino				Hispanic or Latino			
API Base Score	475	474	485	API Growth Score	465	484	480
Growth Target	10	11	11	Actual Growth	-10	10	-5
Pacific Islander				Pacific Islander			
API Base Score				API Growth Score			
Growth Target				Actual Growth			

White (Not Hispanic)				White (Not Hispanic)			
API Base Score	651	626	602	API Growth Score		605	620
Growth Target	10	11	11	Actual Growth		-21	18

API Subgroups - Socioeconomically Disadvantaged

API Base Data				API Growth Data			
	1999	2000	2001		From 1999 to 2000	From 2000 to 2001	From 2001 to 2002
API Base Score	452	467	471	API Growth Score	467	467	453
Growth Target	10	11	11	Actual Growth	15	0	-18

API-Based Awards and Intervention Programs

California program data are based on API growth data from the previous academic year.

***The II/USP Program was not funded for the year 2002.

California Programs				Federal Programs			
	2000	2001	2002		2000	2001	2002
Eligible for Governor's Performance Award	NO	NO	NO	Recognition for Achievement (Title 1)			
Eligible for II/USP	NO	YES	YES	Identified for Program Improvement (Title 1)			
Applied for II/USP \$	NO	YES	YES	Exited Title 1 Program Improvement			
Received II/USP \$	NO	YES	YES				

IV. School Completion (Secondary Schools)

California High School Exit Exam (CAHSEE)

Beginning with the graduating class of 2004, students in California public schools will have to pass the California High School Exit Exam to receive a high school diploma. The School Accountability Report Card for that year will report the percentage of students completing grade 12 who successfully complete the California High School Exit Exam.

These data are not required to be reported until 2004 when they can be reported for the entire potential

graduating class. When implemented, the data shall be disaggregated by special education status, English language learners, socioeconomic status, gender and ethnic group.

Dropout Rate and Graduation Rate

Data reported regarding progress over the most recent three-year period toward reducing dropout rates include: grade 9-12 enrollment, the number of dropouts, and the one-year dropout rate listed in the California Basic Educational Data System (CBEDS). The formula for the one-year dropout rate is (Grades 9-12 Dropouts/Grades 9-12 Enrollment) multiplied by 100. Graduation rate data will be reported after the California State Board of Education approves a graduation rate formula.

	School			District			State		
	1999	2000	2001	1999	2000	2001	1999	2000	2001
Enrollment (9-12)	1362	1408	1459	24259	24577	24282	1659030	1703492	1735576
Number of Dropouts	77	108	119	1098	840	601	46470	47282	47899
Dropout Rate	5.7	7.7	8.2	4.5	3.4	2.5	2.8	2.8	2.8

V. Class Size

Average Teaching Load and Teaching Load Distribution

Data reported are the average class size and the number of classrooms for each range of students, by subject area, as reported by CBEDS.

Subject	2000				2001				2002			
	Avg.	1-22	23-32	33+	Avg.	1-22	23-32	33+	Avg.	1-22	23-32	33+
English	24.37	29	35	1	23.41	33	34	2	20.73	44	34	2
Mathematics	26.39	15	21	10	25.50	12	33	1	28.47	3	25	8
Science	24.20	26	14	4	23.57	25	18	4	27.38	10	23	4
Social Science	29.73	3	22	8	30.00	2	30	6	29.35	4	16	11

VI. Teacher and Staff Information

Teacher Credential Information

Part-time teachers are counted as '1'. If a teacher works at two schools, he/she is only counted at one school. Data are not available for teachers with a full credential and teaching outside his/her subject area.

	2000	2001	2002
Total Number of Teachers	72	70	67
Full Credential (full credential and teaching in subject area)	50	48	45
Teaching Outside Subject Area (full credential but teaching outside subject area)			
Emergency Credential (includes District Internship, University Internship, Pre-Interns and Emergency Permits)	20	23	22
Teachers with Waivers (does not have credential and does not qualify for an Emergency Permit)	2	1	1

Teacher Evaluations

All teachers and staff are regularly evaluated. 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

Substitute Teachers

The East Side Union High School District has developed a large pool of qualified substitute teachers. When teachers are absent for illness or personal emergencies or need to participate in special professional training activities, substitute teachers are sent to cover classes.

However, to maintain the quality of the instructional program, every effort is made to minimize teacher absences.

Counselors and Other Support Staff

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100% full time. Two staff persons working 50% of full time also equals one FTE.

Title	FTE
Counselor	3
Librarian	1
Psychologist	1
Social Worker	*

Nurse	**
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

* James Lick has a social social services provided through the Coment resource Center.

** There are two nurses in the district who serve all schools.

Academic Counselors

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100% of full time. Two staff persons working 50% of full time also equals one FTE. The ratio of pupils per academic counselor is enrollment as reported in the most recent California Basic Educational Data System (CBEDS) data collection divided by the number of academic counselors.

Number of Academic Counselors (FTE)	Ratio of Pupils per Academic Counselor
3	447.00

VII. Curriculum and Instruction

School Instruction and Leadership

James Lick High School has made considerable progress towards aligning state standards and content standards. In science and math, the Integrated Science 1& 2 and Math 1& 2 the course is divided into 6 grading periods with specified standards aligned curriculum that is taught by every teacher. At the end of each grading period, students are assessed with a standards test. Students must pass with 75% proficiency. Students who do not master the standard meet with an instructor during the 2- 3 p.m. tutorial period for recovery. In the language arts department, content assignment in English 1 is aligned with the state standards. The social studies is currently working on aligning its curriculum with the state standards.

Every administrator, literacy coach, technology coordinator, MST, and staff development coordinator is invited to participate on the leadership team which meets weekly to discuss, not only, the every day operations of the school, but what impact we are having in order to support students and teachers in the classroom to meet their goals. In addition to meeting weekly, administrators are in classrooms on a regular basis. Each administrator commits to at least 10 short visits per week in addition to the regular evaluation process. The objective of the short visits is to address the effectiveness of the California Teaching Standards in each classroom and also to evaluate the effectiveness of the California Content Standards for each curricular area. The teacher is given a copy of the notes taken by the administrator commending them and reaffirming our commitment for support for student success. Teachers are encouraged to collaborate with others including those in other departments different than their own, seek opportunities for professional development at conferences or on site. Some teachers have established a "family" approach and share a group of 60 students. Each week, these teachers meet and discuss the progress of the shared students in their classes.

Professional Development

James Lick has undertaken a professional development program this year has emphasized improving teacher performance in promoting literacy among our students and utilizing technology in the classroom. The decision for staff development programs in these two critical areas was made based on our becoming a Digital High School and our scores on state mandated tests. To facilitate training in these two areas James Lick hosted a week long inservice for our staff prior to the start of school. During that week we gave teachers laptop computers to use at home and school for lesson making and attendance purposes. We had experts from the District come and train our teachers in rudimentary computer programs like EXCEL, WORD and e-mail. In addition, we invited two experts in the field of literacy in the classroom to present during a two day workshop for our staff. Teachers gave incredibly positive comments concerning the appropriateness our experts' presentation.

During the year we have utilized our Web-designer, Technology Coordinator and Literacy Coach to host symposiums on issues as varied as Reciprocal Teaching Strategies, Graphic Organizers for Increased Learning, and Creating Web Pages for Teachers. Teachers had the opportunity for attending these workshops (and others) at various times during the day. This year we used five full-days for staff development and also offered numerous afterschool workshops.

Quality and Currency of Textbooks and Other Instructional Materials

All students are provided with textbooks for courses that require them. On the average, a new textbook costs between \$55.00 and \$60.00. Students who take five required courses may have as many as 5 texts with a total value in excess of \$275.00.

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

Instructional Minutes

The California Education Code establishes the required number of instructional minutes per year for each grade. Data reported compares the number of instructional minutes offered at the school level to the state requirement for each grade.

Grade Level	Instructional Minutes	
	Offered	State Requirement
9	66,405	64,800
10	66,405	64,800
11	66,405	64,800
12	66,405	64,800

Total Number of Minimum Days



VIII. Postsecondary Preparation (Secondary Schools)

Advanced Placement/International Baccalaureate Courses Offered

The Advanced Placement (AP) and International Baccalaureate (IB) programs give students an opportunity to take college-level courses and exams while still in high school. The table below shows the number of classes offered and the enrollment in various AP and IB classes. The data for Fine and Performing Arts includes AP Art and AP Music, and the data for Social Science include IB Humanities.

Subject	Number of Courses	Number of Classes	Enrollment
Fine and Performing Arts			
Computer Science	1	1	3
English			
Foreign Language	2	3	88
Mathematics	1	1	29
Science	1	2	64
Social Science	1	1	31

Pupils Enrolled in Courses Required for University of California (UC) and California State University (CSU) Admission (Grades 9-12)

The percentage of pupils enrolled in courses required for UC and/or CSU admission is calculated by dividing the total number of pupils in courses required for UC and/or UC admission (duplicated count) by the total number of pupils in all courses (also a duplicated count) for the most recent year.

Number of Pupils Enrolled in all Courses	Number of Pupils Enrolled In Courses Required For UC and/or CSU Admission	Percentage of Pupils Enrolled In Courses Required For UC and/or CSU Admission
5830	3826	65.6

Graduates Who Have Passed Courses Required for University of California (UC) and California State University (CSU) Admission

The percentage of graduates is the number of graduates who have passed course requirements for UC and/or CSU admission divided by the school's California Basic Educational Data System (CBEDS) total graduates for the most recent year.

Number of	Number of Graduates Who Have Passed Course	Percentage of Graduates Who Have Passed Course
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Graduates	Requirements For UC and/or CSU Admission	Requirements For UC and/or CSU Admission
242	85	35.1

SAT I Reasoning Test

Students may voluntarily take the SAT test for college entrance. The test may or may not be available to students at a given school. Students may take the test more than once, but only the highest score is reported at the year of graduation.

	School			District			State		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
Grade 12 Enrollment	251	326	289	5632	5693	5590	347813	357789	365907
Percentage of Grade 12 Enrollment Taking Test	32	25	31	38	40	40	36	37	37
Average Verbal Score	432	426	395	459	462	453	492	492	490
Average Math Score	465	480	419	502	500	494	517	516	516

College Admission Test Preparation Course Program

Thirty-three students have chosen to participate in the Kaplan SAT Prep class. All 33 students choosing to participate in this class have committed to meeting at least three hours weekly for a total of 36 hours. Students enrolled in this class are working on test taking and problem solving strategies. Students are given an opportunity to take three practice tests and review their answers so that they can focus on needed skills for greater success on the test. As part of the curriculum, students set goals and constantly work to maximize their potential.

Degree to Which Students are Prepared to Enter Workforce

Continually working to ensure that students have the skills necessary to be successful in the workforce. We offer opportunities for students to participate in intensive vocational education programs as offered through CCOC. For students who are truly looking for an opportunity to gain a vocational skill and are behind in credits, there is now the opportunity for students to get through English 2 credit and Integrated Math 2 credit concurrently through the CCOC program. In addition to CCOC, we have the Media Magnet located at the James Lick High School site; this is an opportunity for students to gain skills in multimedia, film production and broadcasting. Students also have the opportunity to participate in Work Experience Programs and gain many relative job ready skills.

Success is determined by continued increase enrollments in many of the above mentioned programs. In addition to increased enrollments, we look at attendance and grades.

Special student populations have the same opportunities to enroll in any of the above named programs. Each student is evaluated individually and a plan for success is prepared. There is also available

assistance after school and at CCOC.

IX. Fiscal and Expenditure Data

Average Salaries (Fiscal Year 2000-2001)

Statewide data categories used for comparison are determined by type (Elementary, High, and Unified) and enrollment, as defined in www.cde.ca.gov. The statewide average for principals is aggregated by district. There is no statewide average calculated for Common Administration Districts. (Note: 2001-02 data was not available at this time.)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	38833	35124
Mid-Range Teacher Salary	62560	57212
Highest Teacher Salary	77200	71349
Average Principal Salary (High)	102401	99782
Superintendent Salary	199132	138750
Percentage of Budget for Teacher Salaries	39.01	38.23
Percentage of Budget for Administrative Salaries	5.33	5.12

Expenditures (Fiscal Year 2000-2001) (Note: 2001-02 data was not available at this time.)

District	District	State Average For Districts In Same Category	State Average All Districts
Total Dollars	Dollars per Student (ADA)	Dollars per Student (ADA)	Dollars per Student (ADA)
\$173,933,670	\$7,385	\$6,534	\$6,360

Types of Services Funded

In 2001-02 the East Side Union High School District received \$200 million. When costs for direct instruction, transportation, salaries, fringe benefits, food services and facilities maintenance are considered, the district expended \$8,375 per student.

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
- Work Experience Program