James Lick High School

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2014-15 School Accountability Report Card
Published During the 2015-16 School Year

East Side Union High School District

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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 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 at 408.347.4400 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	291
Grade 10	309
Grade 11	265
Grade 12	243
Total Enrollment	1,108

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.7
American Indian or Alaska Native	0.6
Asian	6.5
Filipino	7.1
Hispanic or Latino	78.2
Native Hawaiian or Pacific Islander	0.4
White	5.1
Two or More Races	0.4
Socioeconomically Disadvantaged	83.8
English Learners	18.3
Students with Disabilities	11.8
Foster Youth	0.5

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	13-14	14-15	15-16
With Full Credential	56	49	51
Without Full Credential	1	4	6
Teaching Outside Subject Area of Competence	0	1	0
East Side Union High School District	13-14	14-15	15-16
With Full Credential	♦	♦	948
Without Full Credential	♦	♦	59
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
James Lick High School	13-14	14-15	15-16
Teachers of English Learners	2	2	1
Total Teacher Misassignments	2	3	1
Vacant Teacher Positions	0	0	1

* "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

2014-15 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	94.3	5.7
High-Poverty Schools	93.2	6.9
Low-Poverty Schools	97.5	2.5

* 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 2015-16)

Textbooks and Instructional Materials Year and month in which data were collected: September 2015	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts	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 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Mathematics	Mathematics Vision Project, Secondary Math 1, 2012 Mathematics Vision Project, Secondary Math 2, 2012 Geometry – "Geometry" McDougal Littell 2007 Algebra II – "Algebra 2" McDougal Littell 2007 Math Analysis – "Precalculus With Limits A Graphing Approach" Brooks/Cole Cengage Learning 2012 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Science	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 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
History-Social Science	World History – "Modern World History" McDougal-Littell 2003 US History – "The American Vision" Glencoe/McGraw Hill 2006 American Government – "Magruder's American Government" Prentice Hall 1997 Economics – "Holt Economics" Holt 2003 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Foreign Language	Textbooks and Instructional Materials in use are standards aligned and officially adopted **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Health	Textbooks and Instructional Materials in use are standards aligned and officially adopted **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Visual and Performing Arts	Textbooks and Instructional Materials in use are standards aligned and officially adopted **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Science Laboratory Equipment	Science labs are adequately equipped **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%

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 and again in 2014. James Lick benefits from recently remodeled kitchen facilities, locker rooms, the 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 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 2015				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			No item noted.
Interior: Interior Surfaces	X			No item noted.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			No item noted.
Electrical: Electrical	X			No item noted.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			No item noted.
Safety: Fire Safety, Hazardous Materials	X			No item noted.
Structural: Structural Damage, Roofs	X			Bld 400: Library has several roof holes that are four by five feet, they are re-patched before rain season. Action/plan-even though the holes get re-patched, the district is looking into a more long term solution. Bld 600 & 700: Lots of water damage on roof and awnings, holes in roof above all classrooms. Action/plan-site to submit work order and M&O to schedule the work. Covered Walkways: Many of the walkways in the 600 have lots of water damage and are in decay, next to room 608 it caved in this year. Action/plan-site to submit work order and M&O to schedule the work.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			No item noted.
Overall Rating	Exemplary	Good	Fair	Poor	
		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], Science California Standards Tests); and
- The percentage of pupils 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

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	**5 of 6**	**6 of 6**
9	16.20	20.90	52.50

* 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.

2014-15 CAASPP Results for All Students			
Subject	**Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)**		
	School	**District**	**State**
ELA	47	59	44
Math	16	38	33

* 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.

2014-15 CAASPP Results by Student Group	
Group	**Percent of Students Scoring at Proficient or Advanced**
	Science (grades 5, 8, and 10)
All Students in the LEA	50
All Student at the School	25
Male	31
Female	13
Black or African American	--
Asian	56
Filipino	43
Hispanic or Latino	20
Native Hawaiian or Pacific Islander	--
White	--
Socioeconomically Disadvantaged	17
English Learners	3
Students with Disabilities	18
Students Receiving Migrant Education Services	--
Foster Youth	--

* 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.

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**		
	12-13	**13-14**	**14-15**	**12-13**	**13-14**	**14-15**	**12-13**	**13-14**	**14-15**
Science	28	22	25	52	54	50	59	60	56

* Results are for grades 5, 8, and 10. 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 2014-15 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 Not Met**	**Standard Nearly Met**	**Standard Met**	**Standard Exceeded**
All Students	11	263	252	95.8	24	28	32	15
Male	11	263	137	52.1	25	26	31	15
Female	11	263	115	43.7	23	30	32	15
Black or African American	11	263	5	1.9	--	--	--	--
American Indian or Alaska Native	11	263	3	1.1	--	--	--	--
Asian	11	263	14	5.3	0	36	29	36
Filipino	11	263	26	9.9	12	27	46	12
Hispanic or Latino	11	263	187	71.1	28	29	30	12
White	11	263	16	6.1	25	13	38	25
Two or More Races	11	263	1	0.4	--	--	--	--
Socioeconomically Disadvantaged	11	263	114	43.3	31	23	32	11

School Year 2014-15 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 Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Students with Disabilities	11	263	33	12.5	67	18	9	0
Foster Youth	11	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

School Year 2014-15 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 Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	263	247	93.9	57	26	13	3
Male	11	263	135	51.3	56	27	13	3
Female	11	263	112	42.6	59	24	13	3
Black or African American	11	263	5	1.9	--	--	--	--
American Indian or Alaska Native	11	263	3	1.1	--	--	--	--
Asian	11	263	14	5.3	29	29	36	7
Filipino	11	263	25	9.5	32	44	20	4
Hispanic or Latino	11	263	183	69.6	64	23	10	2
White	11	263	16	6.1	50	31	13	6
Two or More Races	11	263	1	0.4	--	--	--	--
Socioeconomically Disadvantaged	11	263	111	42.2	62	25	10	2
Students with Disabilities	11	263	33	12.5	97	3	0	0
Foster Youth	11	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with 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
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 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 2015.

Suspensions and Expulsions			
School	**2012-13**	**2013-14**	**2014-15**
Suspensions Rate	6.06	6.30	3.75
Expulsions Rate	0.13	0.30	0.08
District	**2012-13**	**2013-14**	**2014-15**
Suspensions Rate	4.16	4.52	3.51
Expulsions Rate	0.14	0.12	0.04
State	**2012-13**	**2013-14**	**2014-15**
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

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.

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	**School**	**District**	**State**
English Language Arts			
Met Participation Rate	Yes	No	Yes
Met Percent Proficient	N/A	N/A	N/A
Mathematics			
Met Participation Rate	Yes	No	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	No	Yes
Met Attendance Rate	N/A	N/A	Yes
Met Graduation Rate	Yes	No	Yes

2015-16 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		75.0

Average Class Size and Class Size Distribution (Secondary)											
Average Class Size			Number of Classrooms*								
			1-22			23-32			33+		
Subject	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English	27	27	26	15	12	11	29	30	26	13	10	11
Math	27	27	27	17	13	7	14	22	6	18	14	12
Science	30	30	29	4	5	5	16	15	18	15	15	11
SS	31	29	27	5	8	8	7	10	16	26	20	11

* 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.

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	277

* 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.

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 team teaching or cross-curricular teams (eg. Biology - Literature, Math - PE).

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 2013-14 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$49,378	$44,363
Mid-Range Teacher Salary	$78,040	$71,768
Highest Teacher Salary	$100,055	$92,368
Average Principal Salary (ES)		
Average Principal Salary (MS)		$121,276
Average Principal Salary (HS)	$131,750	$133,673
Superintendent Salary	$239,583	$210,998
Percent of District Budget		
Teacher Salaries	38%	36%
Administrative Salaries	4%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	$7,600	$1,233	$6,367	$77,928
District	♦	♦	$6,672	$80,860
State	♦	♦	$5,348	$74,908
Percent Difference: School Site/District			-4.6	2.0
Percent Difference: School Site/ State			35.8	7.8

* Cells with ♦ do not require data.

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. Targeted small group writing instruction is provided by a writing coach to Juniors. 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.

2014-15 California High School Exit Examination Grade Ten Results by Student Group						
Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	46	21	32	39	32	29
All Students at the School	64	19	17	60	28	12
Male	67	16	17	56	29	15
Female	59	23	18	66	27	7
Asian	29	24	47	17	50	33
Filipino	65	12	24	35	47	18
Hispanic or Latino	68	20	13	66	26	8
Socioeconomically Disadvantaged	67	17	15	62	27	11
English Learners	100			95	5	
Students with Disabilities	92	8		92	8	

* 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.

CAHSEE Results for All Students - Three-Year Comparison Percent of Students Scoring at Proficient or Advanced			
James Lick High School	2012-13	2013-14	2014-15
English-Language Arts	44	38	36
Mathematics	44	44	40
East Side Union High School District	2012-13	2013-14	2014-15
English-Language Arts	56	50	50
Mathematics	63	56	56
California	2012-13	2013-14	2014-15
English-Language Arts	57	56	58
Mathematics	60	62	59

* 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.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
James Lick High School	2011-12	2012-13	2013-14
Dropout Rate	19.20	16.00	15.50
Graduation Rate	76.95	79.93	82.94
East Side Union High School District	2011-12	2012-13	2013-14
Dropout Rate	14.80	13.50	12.00
Graduation Rate	80.11	81.95	82.86
California	2011-12	2012-13	2013-14
Dropout Rate	13.10	11.40	11.50
Graduation Rate	78.87	80.44	80.95

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**
2014-15 Students Enrolled in Courses Required for UC/CSU Admission	98.38
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	31.92

Completion of High School Graduation Requirements			
Group	**Graduating Class of 2014**		
	School	**District**	**State**
All Students	75.8	82.2	84.6
Black or African American	85.71	78.16	76
American Indian or Alaska Native	75	75	78.07
Asian	106.67	94.09	92.62
Filipino	87.5	89.46	96.49
Hispanic or Latino	72.48	73.24	81.28
Native Hawaiian/Pacific Islander	100	86.21	83.58
White	73.68	87.32	89.93
Two or More Races		71.64	82.8
Socioeconomically Disadvantaged	35.71	59.15	61.28
English Learners	55	58.78	50.76
Students with Disabilities	74.58	77.06	81.36
Foster Youth	--	--	--

2014-15 Advanced Placement Courses		
Subject	**Number of AP Courses Offered***	**Percent of Students In AP Courses**
Computer Science		♦
English	2	♦
Fine and Performing Arts		♦
Foreign Language	6	♦
Mathematics	2	♦
Science	2	♦
Social Science	3	♦
All courses	15	.8

*   Where there are student course enrollments.

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, the county, and the state. 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.