James Lick High School
2022-2023 School Accountability Report Card
(Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
	- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://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.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at https://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).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2023-24 School Contact Information

School Name	James Lick High School
Street	57 North White Road
City, State, Zip	San Jose, CA, 95127
Phone Number	408.347.4400
Principal	Honey Gubuan
Email Address	gubuanh@esuhsd.org
School Website	http://jameslick.esuhsd.org/
County-District-School (CDS) Code	43694274333639

2023-24 District Contact Information

District Name	East Side Union High School District
Phone Number	(408) 347-5000
Superintendent	Glenn Vander Zee
Email Address	vanderzeeg@esuhsd.org
District Website	www.esuhsd.org

2023-24 School Description and Mission Statement

James Lick High School, the founding school of the East Side Union High School District, opened its doors in 1950. The founding principles of the school were to focus on developing young adults to become impactful members of the Alum Rock and San Jose community through the focus on written communication, oral communication, and mathematical thinking and reasoning. While the demographics and times have changed in the past 72 years, the core values and dedication to serving the residents of East San Jose has not. In 2014, James Lick High School became James Lick High School - A New Tech School by joining the New Tech Network of schools and adopting its model. James Lick is now part of a nationally recognized educational framework focused on preparing students for 21st century careers through the consistent focus around four major pillars: Communication, Collaboration, Agency and Growth Mindset. These pillars build on the founding member's goals and aspirations.

Mission:
James Lick High School – a New Tech School, strives to provide a safe, caring learning environment where students achieve the academic, personal, and social development required to pursue post-secondary education, compete in a changing job market, and participate in a multicultural, democratic society.

MTSS Theory of Practice:
When we include more SEL practices and common assurances, we create a safe learning environment and positive school culture that is authentic and connected to our community. This results in learning opportunities for each adult and student to achieve, succeed, and realize their potential.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	235
Grade 10	229
Grade 11	212
Grade 12	211
Total Enrollment	887

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.4%
Male	53.6%
American Indian or Alaska Native	0.3%
Asian	6.9%
Black or African American	1.4%
Filipino	3.2%
Hispanic or Latino	83.8%
Native Hawaiian or Pacific Islander	0.7%
Two or More Races	0.5%
White	2.8%
English Learners	28.9%
Foster Youth	0.1%
Homeless	5.4%
Migrant	1%
Socioeconomically Disadvantaged	65.6%
Students with Disabilities	16.1%

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (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.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	41.80	92.12	854.6	89.1	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	16.8	1.9	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	22.7	2.4	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.20	0.55	17.8	1.9	12115.80	4.41
Unknown	3.30	7.33	0	0	18854.30	6.86
Total Teaching Positions	45.40	100.00	959.6	100	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	40.90	88.54	852.0	87.9	234405.20	84.00
Intern Credential Holders Properly Assigned	1.00	2.16	20.8	2.1	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	2.27	24.4	2.5	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.80	1.82	21.1	2.2	11953.10	4.28
Unknown	2.40	5.21	0	0	15831.90	5.67
Total Teaching Positions	46.20	100.00	969.1	100	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	1.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	1.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.20	0.80
Total Out-of-Field Teachers	0.20	0.80

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	1.4	2.6
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	8.8	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

In addition to the classroom textbooks, each student has access to a Chromebook in every classroom. In the cases where technology is required at home, students can check out a Chromebook and a new community wireless program was put in place in the fall of 2017 providing free wifi to any student in the James Lick High School Boundary. James Lick utilizes textbooks and instructional materials approved and adopted through our IPC. These materials most directly support standards-based teaching aligned with common core teaching.

Year and month in which the data were collected	November 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent	Percent Students Lacking Own

		Adoption?	Assigned Copy
Reading/Language Arts	English 1 – CommonLit, Inc. Grade 9, 2023 "The Language of Literature" Grade 9 McDougal Littell 2002 English 2 – CommonLit, Inc. Grade 10, 2023 "The Language of Literature" Grade 10 McDougal Littell 2002 English 3 – MyPerspectives: American Literature//Pearson English 4-The Language of Literature:World Literature, McDougal Littell 2006 ERWC (English 4)-- Expository Reading and Writing Course Student Reader 2021 AP Composition and Language-- The Norton Reader AP Composition and Literature--The Intro to Literature	Yes	0%
Mathematics	CCSS Math 1 – "Big Ideas Integrated Mathematics I," Big Ideas Learning, LLC 2016 CCSS Math 2 – "Big Ideas Integrated Mathematics II," Big Ideas Learning, LLC 2016 CCSS Math 3 – "Big Ideas Integrated Mathematics III," Big Ideas Learning, LLC 2016 AP Precalculus - "Precalculus With Limits A Graphing Approach 8e" Cengage Learning 2020, 2015 AP Calculus AB - "Calculus 11e" Cengage Learning 2018, 2014 Exploring Computer Science - ECS: Exploring Computer Science; Joanna Goode, Gail Chapman 2016 Mathematical Reasoning with Connections - MRWC materials provided by CSU	Yes	0%
Science	Physiology- Holes Essentials of Anatomy and Physiology, McGraw Hill, 2002 NGSS Biology - The Living Earth -- CK-12 eTextbook NGSS Chemistry in Earth's System – CK-12 eTextbook NGSS Physics of the Universe - CK-12 eTextbook AP Physics 1 Physics AP- Cutnell and Johnson , Wiley 2012 Forensic Science - A Hands-on Introduction to Forensic Science 2014 Physical Science Essentials - CK-12 eTextbook Living Earth Essentials - CK-12 eTextbook	Yes	0%
History-Social Science	World History – " World History Interactive" SAVVAS 2022 US History – "United States History Interactive" SAVVAS 2022 American Government – "Government Alive! Power, Politics and You" TCI 2014 Economics – "Econ Alive! The Power to Choose" TCI 2015 AP World History - "The Earth and Its Peoples AP Edition" Cengage Learning 2018 AP US History - "America's History for the AP Course" Bedford 2014 AP Government - "Government in America" Pearson Learning 2014 AP Macro/Micro Economics - "Economics (AP)" McGraw Hill 2014 AP Human Geography - AP Human Geography - "Human Geography for the AP Course " 2022 AP Psychology - "Psychology for AP" Worth 2015 World Geography - "Geography Alive!" TCI 2011 Different Mirror for Young People a History 2012	Yes	0%

	Thinking About Psychology BFW 2019 "The Real World An Introduction to Sociology" Norton 2022 "Street Law" McGraw Hill 2023 "Juvenile Justice" McGraw Hill 2023		
Foreign Language	Textbooks and Instructional Materials in use are standards aligned and officially adopted	Yes	0%
Health	Textbooks and Instructional Materials in use are standards aligned and officially adopted	Yes	0%
Visual and Performing Arts	Textbooks and Instructional Materials in use are standards aligned and officially adopted	Yes	0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0%

School Facility Conditions and Planned Improvements

Overview
The East Union High School 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 and Maintenance
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. Other ongoing maintenance processes are coordinated by our district.

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, 2017, and again in 2018-2019. 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 Child Development Center, a new building with 8 classrooms and 3 technology spaces, a new student union, and a new Comet ASB building.

Year and month of the most recent FIT report	October 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	Numerous ceiling panels with water damage throughout, general wear and tear. Site to resolve panels, create tickets for repairs
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials			X	Common use of extension cords and power strips for permanent power, few blocked panels/extinguishers. Site to address.
Structural: Structural Damage, Roofs	X			

School Facility Conditions and Planned Improvements

External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

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] System 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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

ELA and 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 (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	38	29	62	61	47	46
Mathematics (grades 3-8 and 11)	17	13	37	34	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 (i.e., achieved Level 3-Alternate) 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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	207	190	91.79	8.21	28.95
Female	98	87	88.78	11.22	35.63
Male	109	103	94.50	5.50	23.30
American Indian or Alaska Native	--	--	--	--	--
Asian	11	10	90.91	9.09	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	176	162	92.05	7.95	25.31
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	74	66	89.19	10.81	7.58
Foster Youth	--	--	--	--	--
Homeless	16	13	81.25	18.75	15.38
Military	0	0	0	0	0
Socioeconomically Disadvantaged	162	147	90.74	9.26	27.89
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	37	29	78.38	21.62	6.90

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 (i.e., achieved Level 3-Alternate) 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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	207	189	91.30	8.70	13.30
Female	98	86	87.76	12.24	16.28
Male	109	103	94.50	5.50	10.78
American Indian or Alaska Native	--	--	--	--	--
Asian	11	10	90.91	9.09	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	176	162	92.05	7.95	9.32
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	74	66	89.19	10.81	1.54
Foster Youth	--	--	--	--	--
Homeless	16	13	81.25	18.75	0.00
Military	0	0	0	0	0
Socioeconomically Disadvantaged	162	146	90.12	9.88	11.03
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	37	29	78.38	21.62	0.00

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST 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 CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	14.37	15.18	37.48	37.24	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	404	375	92.82	7.18	14.97
Female	200	185	92.50	7.50	13.59
Male	204	190	93.14	6.86	16.32
American Indian or Alaska Native	--	--	--	--	--
Asian	30	30	100.00	0.00	27.59
Black or African American	--	--	--	--	--
Filipino	11	11	100.00	0.00	27.27
Hispanic or Latino	336	314	93.45	6.55	11.15
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	13	9	69.23	30.77	--
English Learners	114	103	90.35	9.65	0.97
Foster Youth	--	--	--	--	--
Homeless	35	29	82.86	17.14	10.34
Military	0	0	0	0	0
Socioeconomically Disadvantaged	317	289	91.17	8.83	13.54
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	64	53	82.81	17.19	1.89

2022-23 Career Technical Education Programs

All students are required to meet the District graduation requirements and encouraged to complete the college A-G requirements. An increasing number of students participate in the Silicon Valley Career Technical Education program for occupational readiness. SVCTE courses are A-G eligible and count towards college entrance requirements.

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	45
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	82.1
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	98.2
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	32.52

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	84.5	89	89.4	87.8	87.8

| C. Engagement | State Priority: Parental Involvement |

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

James Lick High School employs a Parent & Community Involvement Specialist (PCIS) to coordinate all communication, opportunities, and resources for parents and families of JLHS students. Parents are made aware of school information, have the opportunity to engage in questions and interact with various school staff through the school's Remind App, Infinite Campus messenger system, weekly videos from the Principal delivered via Remind and social media, regular posts on Instagram, and monthly parent-principal chats. Parent education about the school system and how to support their child through to post-secondary education are available through regularly scheduled workshops provided by JLHS staff, PIQUE, and other community partners. JLHS parents can be involved in the school's School Site Council, English Language Advisory Committee, Safety Committee, Comet Culture Advocates, and Athletic Parents Club. The PCIS also provides ongoing support and 1-1 training around monitoring student progress, using the school learning management system - Canvas, online tutoring services, and various resources. James Lick also offers a multitude of volunteer activities from helping with school activities, student project expos, Advanced Placement exams, outreach, and parent-to-parent training. Parents wanting more information about these opportunities can reach out to Marialicia Serna, the Parent & Community Involvement Specialist at 408-347-4504.

C. Engagement — State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	9.4	4.1	11.2	7.1	5.6	5.8	9.4	7.8	8.2
Graduation Rate	81.7	90.3	74.5	89.2	90.4	87.0	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	196	146	74.5
Female	101	83	82.2
Male	95	63	66.3
Non-Binary			
American Indian or Alaska Native	--	--	--
Asian	21	18	85.7
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	154	112	72.7
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	0	0	0.00
White	--	--	--
English Learners	48	26	54.2
Foster Youth	--	--	--
Homeless	23	13	56.5
Socioeconomically Disadvantaged	175	128	73.1
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	36	16	44.4

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1002	958	311	32.5
Female	472	451	151	33.5
Male	530	507	160	31.6
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	4	4	3	75.0
Asian	69	66	10	15.2
Black or African American	14	13	7	53.8
Filipino	28	28	6	21.4
Hispanic or Latino	850	811	275	33.9
Native Hawaiian or Pacific Islander	7	6	5	83.3
Two or More Races	3	3	0	0.0
White	27	27	5	18.5
English Learners	309	295	113	38.3
Foster Youth	3	2	1	50.0
Homeless	79	79	42	53.2
Socioeconomically Disadvantaged	758	725	262	36.1
Students Receiving Migrant Education Services	10	10	3	30.0
Students with Disabilities	172	161	74	46.0

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.10	6.53	4.99	0.00	3.6	4.0	0.20	3.17	3.60
Expulsions	0.00	0.00	0.10	0.00	0.1	0.1	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.99	0.1
Female	4.66	0.21
Male	5.28	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	2.9	0
Black or African American	7.14	0
Filipino	0	0
Hispanic or Latino	5.29	0.12
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	3.7	0
English Learners	4.21	0.32
Foster Youth	0	0
Homeless	10.13	1.27
Socioeconomically Disadvantaged	5.8	0.13
Students Receiving Migrant Education Services	0	0
Students with Disabilities	4.07	0

2023-24 School Safety Plan

James Lick High School provides a safe environment in which students have the comfort and security necessary to pursue their social and academic goals. An Associate Principal, two advisors, a campus monitor, a social worker, and a rotating team of teachers maintain a safe and nurturing campus for students. Beyond the video surveillance of the campus that operates around the clock, the safety and security team monitors the campus during school hours. The school has also built relationships with many outside service agencies such as New Hope for Youth, YWCA, Alum Rock Counseling Center, Starlight, Asian American Recovery Services, Next Door Solutions, and the San Jose Police Department.

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.

The school also 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 in January 2023.

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	25	9	31	1
Mathematics	24	9	26	
Science	24	7	28	
Social Science	23	12	22	

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	24	13	28	
Mathematics	24	10	23	
Science	23	14	21	
Social Science	22	11	23	

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	25	11	29	1
Mathematics	25	9	22	1
Science	27	5	24	1
Social Science	26	5	21	3

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	221.75

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	4
Library Media Teacher (Librarian)	0.5
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	2
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	5

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$17,008	$4,366	$12,642	$111,733
District	N/A	N/A	$9,513	$105,255
Percent Difference - School Site and District	N/A	N/A	28.2	10.3
State	N/A	N/A	$7,607	$97,850
Percent Difference - School Site and State	N/A	N/A	62.9	17.1

Fiscal Year 2022-23 Types of Services Funded

As an internationally recognized New Tech School supported by the New Tech Network, we offer students a collaborative learning environment in small-sized classes with up to three teachers. Our curriculum is centered around project- and problem-based learning, and we are focused on developing transferable skills for the modern world. We provide modern classrooms and laptops for every student that comes through our doors. To support students in their areas of growth, our system is set up to provide tiered support services for each and every student. Under the coordination of our MTSS coordinator and Inclusion Specialist, our school has implemented intentional Tier 1 services in and out of the classroom to provide support for approximately all of our student body. In Tier 2, supporting the students that need more care, we offer strategic group support for students aimed at proactively and restoratively addressing their areas of growth. For our students with the highest need, we provide Tier 3 services that are individualized and facilitated in a 1-1 setting. We also offer free online 24/7 tutoring on demand as well as in-person tutoring needs by request. In the 22-23 school year, we offer ELD 1 and ELD 4 courses for our English Langauge Learners coupled with a dedicated support staff to address their needs as a whole child. In addition, we continue to maintain 4 counselors and partnerships with college access programs to guide our students to their choices after high school. For providing mental health and social-emotional learning support we have 2 full-time school social workers who serves students individually and provides workshops and groups sessions. Our Special Education Department, School Psychologist, and Speech & Language Pathologist provide supports for students with both mild/moderate and moderate/severe learning disabilities.

We are also proud to have several other organizations that provide student support on our campus in a wide variety of areas.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$64,471	$57,234
Mid-Range Teacher Salary	$101,894	$95,467
Highest Teacher Salary	$130,638	$122,669
Average Principal Salary (Elementary)	$0	
Average Principal Salary (Middle)	$0	$153,476
Average Principal Salary (High)	$171,239	$173,198
Superintendent Salary	$280,339	$277,572
Percent of Budget for Teacher Salaries	32.81%	31.17%
Percent of Budget for Administrative Salaries	3.17%	4.46%

2022-23 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	30

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	1
English	2
Fine and Performing Arts	5
Foreign Language	6
Mathematics	1
Science	0
Social Science	4
Total AP Courses Offered Where there are student course enrollments of at least one student.	19

Professional Development

JLHS staff front load professional development in late summer with a dedicated 3-days of professional development that focus on campus climate and culture as well as curriculum and instruction. The progress that springs from the 3 PD days inform the work throughout the year during our staff's weekly collaboration every Monday. Whether the collaboration be in an all-staff or department or professional learning community format - the work connects to the main ideas and goals derived from the initial 3-days of PD. The instructional leadership team (department chairs), along side CCA/MTSS team, and the PD committee analyze data, student and staff feedback, to determine next steps in our staff's continued learning and work. The principal holds meetings with department chairs to check in on department progress, needs, and to offer support in the form of a full PD day each semester or extra hours to work on focused teaching projects that help teachers improve their instructional practices and classroom engagement.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	42	42	