

James Lick High School

2021-2022 School Accountability Report Card (Published During the 2022-2023 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.

2022-23 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 |

2022-23 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 Address | www.esuhsd.org |

2022-23 School Overview

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

2021-22 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|------------------|--------------------|
| Grade 9 | 236 |
| Grade 10 | 206 |
| Grade 11 | 220 |
| Grade 12 | 222 |
| Total Enrollment | 884 |

2021-22 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Female | 48.5 |
| Male | 51.5 |
| American Indian or Alaska Native | 0.2 |
| Asian | 6.2 |
| Black or African American | 1.7 |
| Filipino | 3.2 |
| Hispanic or Latino | 82.4 |
| Native Hawaiian or Pacific Islander | 0.9 |
| Two or More Races | 0.3 |
| White | 3.4 |
| English Learners | 25.3 |
| Foster Youth | 0.3 |
| Homeless | 1.9 |
| Migrant | 0.7 |
| Socioeconomically Disadvantaged | 70.7 |
| Students with Disabilities | 16.3 |

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 | 943.40 | 83.36 | 228366.10 | 83.12 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 29.90 | 2.65 | 4205.90 | 1.53 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 0.00 | 0.00 | 71.80 | 6.35 | 11216.70 | 4.08 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0.20 | 0.55 | 25.50 | 2.25 | 12115.80 | 4.41 |
| Unknown | 3.30 | 7.33 | 60.90 | 5.39 | 18854.30 | 6.86 |
| Total Teaching Positions | 45.40 | 100.00 | 1131.80 | 100.00 | 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 | 943.60 | 82.39 | 234405.20 | 84.00 |
| Intern Credential Holders Properly Assigned | 1.00 | 2.16 | 35.40 | 3.10 | 4853.00 | 1.74 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 1.00 | 2.27 | 79.50 | 6.95 | 12001.50 | 4.30 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0.80 | 1.82 | 25.60 | 2.24 | 11953.10 | 4.28 |
| Unknown | 2.40 | 5.21 | 60.90 | 5.32 | 15831.90 | 5.67 |
| Total Teaching Positions | 46.20 | 100.00 | 1145.30 | 100.00 | 279044.80 | 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.

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 |

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 |

2021-22 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) | 1.40 | 2.60 |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 8.80 | 0.00 |

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

2022-23 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 2022

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption ? | Percent Students Lacking Own Assigned Copy |
|------------------------------|---|-----------------------------|--|
| 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 | Yes | 0% |

| | | | |
|-------------------------------|---|-----|----|
| | <p>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</p> | | |
| Mathematics | <p>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 Math Analysis – "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</p> | Yes | 0% |
| Science | <p>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 Chemistry- Chemistry The Central Science- Brown & Lemay Forensic Science - A Hands-on Introduction to Forensic Science 2014 Physical Science Essentials - CK-12 eTextbook Living Earth Essentials - CK-12 eTextbook</p> | Yes | 0% |
| History-Social Science | <p>World History – "Modern World History" McDougal-Littell 2003 US History – "The American Vision" Glencoe/McGraw Hill 2006 American Government – "Government Alive! Power, Politics and You" TCI 2014 Economics – "Econ Alive! The Power to Choose" TCI 2015 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</p> | Yes | 0% |
| Foreign Language | <p>Textbooks and Instructional Materials in use are standards aligned and officially adopted</p> | Yes | 0% |
| Health | <p>Textbooks and Instructional Materials in use are standards aligned and officially adopted</p> | 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) | Science labs are adequately equipped | Yes | 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 2022

| 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 | | | Left hand fountain near 603 needs service |
| 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 | | | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | | Window at pool office, closet door in 208 to be addressed. |

Overall Facility Rate

| Exemplary | Good | Fair | Poor |
|-----------|------|------|------|
| | X | | |

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).
4. **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.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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 2020-21 | School 2021-22 | District 2020-21 | District 2021-22 | State 2020-21 | State 2021-22 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| English Language Arts/Literacy (grades 3-8 and 11) | N/A | 38 | N/A | 58 | N/A | 47 |
| Mathematics (grades 3-8 and 11) | N/A | 17 | N/A | 34 | N/A | 33 |

2021-22 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 | 210 | 177 | 84.29 | 15.71 | 37.50 |
| Female | 106 | 90 | 84.91 | 15.09 | 46.07 |
| Male | 104 | 87 | 83.65 | 16.35 | 28.74 |
| American Indian or Alaska Native | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Asian | 20 | 20 | 100.00 | 0.00 | 40.00 |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 172 | 142 | 82.56 | 17.44 | 35.46 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 0 | 0 | 0.00 | 0.00 | 0.00 |
| White | -- | -- | -- | -- | -- |
| English Learners | 49 | 37 | 75.51 | 24.49 | 2.70 |
| Foster Youth | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Socioeconomically Disadvantaged | 142 | 118 | 83.10 | 16.90 | 30.77 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- |
| Students with Disabilities | 36 | 23 | 63.89 | 36.11 | 4.35 |

2021-22 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 | 210 | 180 | 85.71 | 14.29 | 16.67 |
| Female | 106 | 90 | 84.91 | 15.09 | 18.89 |
| Male | 104 | 90 | 86.54 | 13.46 | 14.44 |
| American Indian or Alaska Native | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Asian | 20 | 20 | 100.00 | 0.00 | 25.00 |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 172 | 146 | 84.88 | 15.12 | 12.33 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 0 | 0 | 0.00 | 0.00 | 0.00 |
| White | -- | -- | -- | -- | -- |
| English Learners | 49 | 40 | 81.63 | 18.37 | 0.00 |
| Foster Youth | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Socioeconomically Disadvantaged | 142 | 120 | 84.51 | 15.49 | 13.33 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- |
| Students with Disabilities | 36 | 24 | 66.67 | 33.33 | 4.17 |

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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

| Subject | School 2020-21 | School 2021-22 | District 2020-21 | District 2021-22 | State 2020-21 | State 2021-22 |
|---|----------------|----------------|------------------|------------------|---------------|---------------|
| Science (grades 5, 8 and high school) | NT | 14.37 | NT | 37.64 | 28.5 | 29.47 |

2021-22 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 | 410 | 350 | 85.37 | 14.63 | 14.37 |
| Female | 206 | 174 | 84.47 | 15.53 | 12.79 |
| Male | 204 | 176 | 86.27 | 13.73 | 15.91 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 34 | 34 | 100 | 0 | 29.41 |
| Black or African American | 11 | 10 | 90.91 | 9.09 | -- |
| Filipino | 14 | 13 | 92.86 | 7.14 | 15.38 |
| Hispanic or Latino | 331 | 276 | 83.38 | 16.62 | 10.58 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 0 | 0 | 0 | 0 | 0 |
| White | 15 | 13 | 86.67 | 13.33 | 53.85 |
| English Learners | 77 | 62 | 80.52 | 19.48 | 0 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | 13 | 7 | 53.85 | 46.15 | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 263 | 225 | 85.55 | 14.45 | 12.44 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- |
| Students with Disabilities | 49 | 35 | 71.43 | 28.57 | 0 |

2021-22 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.

2021-22 Career Technical Education (CTE) Participation

| Measure | CTE Program Participation |
|---|---------------------------|
| Number of Pupils Participating in CTE | 18 |
| Percent of Pupils that Complete a CTE Program and Earn a High School Diploma | 46.7 |
| 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 |
|---|---------|
| 2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission | 96.38 |
| 2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission | 40.12 |

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.

2021-22 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. Due to changes to the 2021-22 PFT administration, 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 5 | N/A | N/A | N/A | N/A | N/A |
| Grade 7 | N/A | N/A | N/A | N/A | N/A |
| Grade 9 | 81% | 87% | 86% | 84% | 85% |

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.

2022-23 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 via Zoom. 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 2019-20 | School 2020-21 | School 2021-22 | District 2019-20 | District 2020-21 | District 2021-22 | State 2019-20 | State 2020-21 | State 2021-22 |
|------------------------|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| Dropout Rate | | 11.4 | 4.1 | | 14.5 | 13.6 | | 8.9 | 7.8 |
| Graduation Rate | | 83.1 | 90.3 | | 78.4 | 81.5 | | 84.2 | 87 |

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 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 | 217 | 196 | 90.3 |
| Female | 105 | 96 | 91.4 |
| Male | 112 | 100 | 89.3 |
| American Indian or Alaska Native | -- | -- | -- |
| Asian | 16 | 16 | 100.0 |
| Black or African American | -- | -- | -- |
| Filipino | -- | -- | -- |
| Hispanic or Latino | 170 | 153 | 90.0 |
| Native Hawaiian or Pacific Islander | -- | -- | -- |
| Two or More Races | 0 | 0 | 0.0 |
| White | -- | -- | -- |
| English Learners | 41 | 32 | 78.0 |
| Foster Youth | 0 | 0 | 0.0 |
| Homeless | -- | -- | -- |
| Socioeconomically Disadvantaged | 192 | 172 | 89.6 |
| Students Receiving Migrant Education Services | -- | -- | -- |
| Students with Disabilities | 28 | 18 | 64.3 |

2021-22 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | 996 | 945 | 273 | 28.9 |
| Female | 476 | 455 | 142 | 31.2 |
| Male | 520 | 490 | 131 | 26.7 |
| American Indian or Alaska Native | 2 | 2 | 1 | 50.0 |
| Asian | 69 | 65 | 11 | 16.9 |
| Black or African American | 17 | 15 | 6 | 40.0 |
| Filipino | 31 | 30 | 5 | 16.7 |
| Hispanic or Latino | 826 | 783 | 238 | 30.4 |
| Native Hawaiian or Pacific Islander | 10 | 10 | 3 | 30.0 |
| Two or More Races | 4 | 4 | 1 | 25.0 |
| White | 36 | 35 | 8 | 22.9 |
| English Learners | 262 | 247 | 93 | 37.7 |
| Foster Youth | 5 | 4 | 3 | 75.0 |
| Homeless | 29 | 29 | 18 | 62.1 |
| Socioeconomically Disadvantaged | 741 | 703 | 218 | 31.0 |
| Students Receiving Migrant Education Services | 7 | 7 | 4 | 57.1 |
| Students with Disabilities | 170 | 161 | 72 | 44.7 |

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 collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

| Subject | School 2019-20 | District 2019-20 | State 2019-20 |
|-------------|----------------|------------------|---------------|
| Suspensions | 7.10 | 2.87 | 2.45 |
| Expulsions | 0.00 | 0.03 | 0.05 |

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

| Subject | School 2020-21 | School 2021-22 | District 2020-21 | District 2021-22 | State 2020-21 | State 2021-22 |
|-------------|----------------|----------------|------------------|------------------|---------------|---------------|
| Suspensions | 0.10 | 6.53 | 0.03 | 3.41 | 0.20 | 3.17 |
| Expulsions | 0.00 | 0.00 | 0.00 | 0.08 | 0.00 | 0.07 |

2021-22 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|------------------|-----------------|
| All Students | 6.53 | 0.00 |
| Female | 6.09 | 0.00 |
| Male | 6.92 | 0.00 |
| American Indian or Alaska Native | 0.00 | 0.00 |
| Asian | 2.90 | 0.00 |
| Black or African American | 11.76 | 0.00 |
| Filipino | 3.23 | 0.00 |
| Hispanic or Latino | 6.78 | 0.00 |
| Native Hawaiian or Pacific Islander | 0.00 | 0.00 |
| Two or More Races | 0.00 | 0.00 |
| White | 11.11 | 0.00 |
| English Learners | 8.40 | 0.00 |
| Foster Youth | 0.00 | 0.00 |
| Homeless | 6.90 | 0.00 |
| Socioeconomically Disadvantaged | 7.29 | 0.00 |
| Students Receiving Migrant Education Services | 0.00 | 0.00 |
| Students with Disabilities | 12.94 | 0.00 |

2022-23 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 2022.

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 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 | 26 | 6 | 34 | |
| Mathematics | 27 | 4 | 28 | 1 |
| Science | 26 | 4 | 29 | |
| Social Science | 26 | 7 | 21 | 2 |

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 | |

2021-22 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 |

2021-22 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) | 4.0 |
| Library Media Teacher (Librarian) | 0.5 |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | |
| Social Worker | 2.0 |
| Speech/Language/Hearing Specialist | |
| Resource Specialist (non-teaching) | |
| Other | 9.0 |

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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 | \$13,632 | \$3,219 | \$10,413 | \$102,227 |
| District | N/A | N/A | \$7,916 | \$100,753 |
| Percent Difference - School Site and District | N/A | N/A | 27.2 | 1.5 |
| State | N/A | N/A | \$6,594 | \$94,126 |
| Percent Difference - School Site and State | N/A | N/A | 44.9 | 8.3 |

2021-22 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 Language 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.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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 | \$61,991 | \$55,947 |
| Mid-Range Teacher Salary | \$97,975 | \$90,080 |
| Highest Teacher Salary | \$125,613 | \$117,121 |
| Average Principal Salary (Elementary) | | |
| Average Principal Salary (Middle) | | \$146,364 |
| Average Principal Salary (High) | \$158,501 | \$164,633 |
| Superintendent Salary | \$292,671 | \$261,984 |
| Percent of Budget for Teacher Salaries | 34% | 31% |
| Percent of Budget for Administrative Salaries | 3% | 5% |

2021-22 Advanced Placement (AP) Courses

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

| | |
|-----------------------------------|------|
| Percent of Students in AP Courses | 30.1 |
|-----------------------------------|------|

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 | 0 |
| English | 2 |
| Fine and Performing Arts | 5 |
| Foreign Language | 6 |
| Mathematics | 1 |
| Science | 3 |
| Social Science | 3 |
| Total AP Courses Offered Where there are student course enrollments of at least one student. | 20 |

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 | 2020-21 | 2021-22 | 2022-23 |
|--|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 42 | 42 | 42 |