

School Accountability Report Card
Reported for School Year 2004-05
Published During 2005-06

I. General Information

Contact Information

School Information		District Information	
School Name	Lick (James) High	District Name	East Side Union High
Principal	Bill Rice	Superintendent	Bob Nunez
Street	57 North White Rd.	Street	830 N. Capitol Ave.
City, State, Zip	San Jose, CA 95127-1933	City, State, Zip	San Jose, CA 95133-1316
Phone Number	408-347-4400	Phone Number	408-347-5010
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School Description and Mission Statement

Located in the heart of Silicon Valley, James Lick, a comprehensive ninth through twelfth grade public high school, houses 1,135 students. Of this number, 73.8% are Hispanic, 9.7% are White, 6.9% are Asian, 6.3% are Filipino, 2.0% are African American, 0.5% are Pacific Islander, and 0.5% are American Indian. The current attendance area is primarily composed of multiple dwelling families of low income, and 29.7% of our students are Limited English Proficient (LEP), 25.1% have been reclassified as RFEP, 28.3% are Fluent English Proficient (FEP), 36.7% of the students participate in the Free and Reduced Lunch Program, and 12% of the students participate in the Special Education Program.

Built in 1950, James Lick High School is the oldest of eleven comprehensive high schools, four small but necessary schools, and one continuation high school in the East Side Union High School District. Located in a child poverty zone, the average educational background of James Lick parents is a high school education. Although our students speak twenty-four primary languages and come from a variety of socio-economic backgrounds, they interact harmoniously, and they share common goals of academic, personal, and social success.

Completed in 1997, a four million dollar plant renovation allowed staff and students to enter the new millennium with a new science wing, a new photo lab, and a revitalized computer lab. Most of the classrooms are completely renovated. Every classroom includes a TV monitor, a VCR, and computers wired to the Internet. A brand new Comet Family Resource Center has been built in the center of the campus to provide necessary health and social services for students, parents and staff members. Measure G funds will be allocated for the continued improvement of the administrative wing, outdoor facilities, and student access to bathrooms. Classroom renovations, both current and planned, and the introduction of new programs has invigorated a collaborative and supportive staff.

The tradition of excellence in the classroom, on the field, and in the workplace, which has established almost fifty years ago, is even more evident today. All academic and extracurricular programs are designed to increase and enhance student achievement. The rich cultural diversity on this campus not only inspires much of the school's ongoing academic development, innovation, and community participation, but it also creates a family/community atmosphere that permeates every aspect of James Lick High School. As an outgrowth of this community spirit, James Lick students, parents, staff, community partners, business partners, and post-secondary partners not only support James Lick activities, but they also routinely participate as equal partners in the planning, assessing, budgeting, and decision-making processes. Thus, in essence, James Lick is a community collaborative.

Opportunities for Parental Involvement

Contact Person Name	Bill Rice	Contact Person Phone Number	408-347-4410
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James Lick values and includes all stakeholders in all facets of the educational process. To encourage parent participation, James Lick maintains a system of open two-way communication and employs a variety of ways to increase stakeholder communication. Not only is the School Accountability Report Card available on the district's website, but pertinent school information, including the results of the school evaluation process, school data, and school programs are also available to parents on the school's website and in the Principal's Newsletter, which is written in English and Spanish. In addition, to ensure ongoing communication, James Lick utilizes the services of Schoolloopto provide parents with immediate access to their students' grades, assignments and teacher emails. Because parent and community participation is essential to student achievement, James Lick High School provides a number of parent involvement opportunities. The school has an active School Site Council, James Lick Athletic Boosters, and the James Lick PTSA. To support parents, James Lick hosts a variety of parent information nights, including but not limited to Financial Aid Night and Freshman Parent Orientation. Moreover, counselors annually schedule parent visits and workshops that include college information, financial aid, and graduation status.

II. Demographic Information

Student Enrollment -- Grade Level

Data reported are the number of students in each grade level as reported by the California Basic Educational Data System (CBEDS).

Grade Level	Enrollment
Grade 9	258
Grade 10	275
Grade 11	280
Grade 12	276
Ungraded Secondary	46
Total Enrollment	1135

Student Enrollment -- Racial and Ethnic Subgroups

Data reported are the number and percent of students in each racial and ethnic subgroup as reported by CBEDS.

Racial and Ethnic Subgroup	Number	Percent	Racial and Ethnic	Number	Percent
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	<i>of Students</i>	<i>of Students</i>	<i>Subgroup</i>	<i>of Students</i>	<i>of Students</i>
<i>African American</i>	22	2.0	<i>Hispanic or Latino</i>	829	73.8
<i>American Indian or Alaska Native</i>	6	0.5	<i>Pacific Islander</i>	6	0.5
<i>Asian</i>	77	6.9	<i>White (Not Hispanic)</i>	109	9.7
<i>Filipino</i>	71	6.3	<i>Multiple or No Response</i>	3	0.3

III. School Safety and Climate for Learning

School Safety Plan

Information about the currency and contents of the school's comprehensive safety plan.

<i>Date of Last Review/Update</i>	<i>Feb., 2006</i>	<i>Date Last Discussed with Staff</i>	<i>Mar., 2006</i>
<p>James Lick has a very 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.</p> <p>The 2004-2005 James Lick High School Site Safety Plan has a comprehensive, enforceable, and continuous:</p> <ul style="list-style-type: none"> ◆ Behavior policy ◆ Rules and regulations ◆ Dress code policy ◆ Protocols for safety/emergency drills ◆ Tardy policy ◆ Attendance policy ◆ Referral process ◆ Partnership with community agencies, City of San Jose, San Jose Police Department, and other agencies and groups that offer support services ◆ Safety team ◆ Multi-service team 			

School Programs and Practices That Promote a Positive Learning Environment.

In order to meet the diverse needs of all of our students, James Lick offers a multitude of school programs and practices that promote a positive learning environment. Not only do counselors, staff, and teachers provide ongoing personalized assistance to all students, but James Lick also offers the following programs and services: Camp Anytown, Cultural Assemblies, Community Partnerships, California Partnership Academies, Tobacco Use Prevention Education Program, Peer Tutoring, Career Center, Tutor Center, Conflict Mediation, Multi-Service Team, and social work Interns.

In order to develop and reinforce positive character traits, James Lick clearly delineates expectations for student behavior at the school and in the community in its Parent/Student Handbook, which is mailed to all families and reviewed by all teachers so that students understand and are held accountable for ethical behavior. Included in the handbook is James Lick's Sexual Harassment Policy, Anti-discrimination Policy, Family Educational rights & Policy Act, Guide for Grading, discipline Chart (indicating rule infraction consequences to ensure uniform adherence to the rules), District Policies Pertaining to Student Behavior, and James Lick's vision, mission, and ESLRs. Moreover, all teachers incorporate their expectations for

positive character traits in their “green sheets”, model appropriate behaviors, and integrate character education into their curricula. In addition to the above mentioned character development resources, teachers design lessons that require students to create a vision for their future. Students are expected to establish goals, create options, and take responsibility for pursuing their goals in a global society. As part of a global society, students learn to be responsible individuals, citizens, and global partners by donating their time to improve the welfare of others (e.g., CSF, NHS, and community service; Christmas Food Drive; peer counseling, etc.)

Suspensions and Expulsions

Data reported are the number of suspensions and expulsions (i.e., the total number of incidents that resulted in a suspension or expulsion). The rate of suspensions and expulsions is the total number of incidents divided by the school's total enrollment as reported by CBEDS for the given year.

Criteria	School			District		
	2003	2004	2005	2003	2004	2005
Number of Suspensions	308	283	348	2,109	2,621	1,962
Rate of Suspensions	25%	23%	30%	9.0%	11.2%	7.9%
Number of Expulsions	5	5		31	47	44
Rate of Expulsions	0.4%	0.4		0.1%	0.2%	0.18%

IV. School Facilities

School Facility Conditions -- General Information

Information about the safety, cleanliness, and adequacy of school facilities, including the condition and cleanliness of the school grounds, buildings, and restrooms. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

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.

Age of School Buildings

Although the main school campus was constructed in 1950, various areas of the campus and classrooms have undergone several major modernization renovations in 1967, 1997 and again in 2005.

Maintenance and Repair

District maintenance and facilities staff to ensure that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

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.

Modernization Projects

During the 2004-2005 school year, local Measure A and Measure G funds and state matching funds will be used to renovate existing facilities.

Current Renovations

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
- ◆ New door locks for safety
- ◆ Campus lunch windows, grates, and covers to better serve students at lunch as well as to promote orderly and safe break and lunch periods
- ◆ New heating-HVAC systems
- ◆ Classroom renovations that include new carpeting, desks, lighting, expanded floor plans, integrated video, computer equipment and data lines
- ◆ New insulation and modern fire retardant materials throughout each classroom
- ◆ New quad benches and tables
- ◆ New plumbing in existing bathrooms
- ◆ New fire alarm system throughout the campus
- ◆ New school-wide public address system
- ◆ New football/soccer stadium and all weather field
- ◆ New all weather track
- ◆ New baseball diamond
- ◆ New renovated, seeded, sprinkler system and designed P.E. Athletic fields that promote student participation in sports, physical education, and extra-curricular activities
- ◆ Total renovation of the administration and counseling offices

School Facility Conditions -- Results of Inspection and Evaluation

Data reported are the determination of good repair as documented in a completed *Interim Evaluation Instrument*, including the school site inspection date, the *Interim Evaluation Instrument* completion date, and the date of any remedial action taken or planned. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

Interim Evaluation Instrument Part	Facility in Good Repair		Deficiency and Remedial Actions Taken or Planned
	Yes	No	
Gas Leaks	√		
Mechanical Systems	√		
Windows/Doors/Gates (interior and exterior)	√		
Interior Surfaces (walls, floors, and ceilings)	√		
Hazardous Materials (interior and exterior)	√		
Structural Damage	√		
Fire Safety	√		
Electrical (interior and exterior)	√		

Pest/Vermin Infestation	√		
Drinking Fountains (inside and outside)	√		
Restrooms	√		
Sewer	√		
Playground/School Grounds	√		
Other			

V. Academic Data

Standardized Testing and Reporting (STAR)

Through the California Standardized Testing and Reporting (STAR) program, students in grades 2 through 11 are tested annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) and a norm-referenced test (NRT). The CST tests English-language arts and mathematics in grades 2 through 11, science in grades 5, 9, 10, and 11, and history-social science in grades 8, 10, and 11. Prior to 2005, the NRT tested reading/language arts and mathematics in grades 2 through 11, spelling in grades 2 through 8, and science in grades 9 through 11. Beginning in 2005, the NRT tests reading/language arts, spelling, and mathematics in grades 3 and 7 only, and no longer tests science in any grade.

California Standards Tests (CST)

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. Students with significant cognitive disabilities who are unable to take the CST are tested using the California Alternate Performance Assessment (CAPA). Detailed information regarding CST and CAPA results for each grade and proficiency level can be found at the California Department of Education Web site at <http://star.cde.ca.gov> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

CST -- All Students

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
English-Language Arts	16	18	18	31	33	38	35	36	40
Mathematics	4	4	8	17	16	19	35	34	38
Science	7	8	7	21	20	23	27	25	27
History-Social Science	8	13	14	25	27	31	28	29	32

CST -- Racial and Ethnic Subgroups

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

<i>Subject</i>	<i>African American</i>	<i>American Indian or Alaska Native</i>	<i>Asian</i>	<i>Filipino</i>	<i>Hispanic or Latino</i>	<i>Pacific Islander</i>	<i>White (not Hispanic)</i>
English-Language Arts	19	*	39	40	14	*	25
Mathematics	0	*	30	7	6	*	4
Science	*	*	17	13	5	*	9
History-Social Science	*	*	38	26	11	*	12

CST -- Other Subgroups

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

<i>Subject</i>	<i>Male</i>	<i>Female</i>	<i>English Learners</i>	<i>Economically Disadvantaged</i>	<i>Students With Disabilities</i>	<i>Migrant Education</i>
English-Language Arts	14	23	6	17	2	0
Mathematics	9	7	9	8	0	10
Science	9	6	3	8	7	5
History-Social Science	16	11	3	14	5	9

Norm-Referenced Test (NRT)

Reading and mathematics results from the California Achievement Test, Sixth Edition (CAT/6), the current norm-referenced test (NRT) adopted by the State Board of Education, are reported as the percent of tested students scoring at or above the 50th percentile (the national average). School results are compared to results at the district and state levels. Beginning in 2005, the NRT tests reading/language arts, spelling, and mathematics in grades 3 and 7 only and no longer tests science in any grade. Detailed information regarding results for each grade level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

NRT -- All Students

Data reported are the percent of students scoring at or above the 50th percentile.

<i>Subject</i>	<i>School</i>			<i>District</i>			<i>State</i>		
	<i>2003</i>	<i>2004</i>	<i>2005</i>	<i>2003</i>	<i>2004</i>	<i>2005</i>	<i>2003</i>	<i>2004</i>	<i>2005</i>
Reading	30	32		46	47	27	43	43	41
Mathematics	28	35		51	53	47	50	51	52

NRT -- Racial and Ethnic Subgroups

Data reported are the percent of students scoring at or above the 50th percentile for the most recent testing period.

Subject	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
Reading							
Mathematics							

NRT -- Other Subgroups

Data reported are the percent of students scoring at or above the 50th percentile for the most recent testing period.

Subject	Male	Female	English Learners	Economically Disadvantaged	Students With Disabilities	Migrant Education
Reading						
Mathematics						

Local Assessment

Data reported are the percent of students meeting or exceeding the district standard.

Grade Level	Reading			Writing			Mathematics		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
9									
10									
11									
12									

California Physical Fitness Test

Data reported are the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. Detailed information regarding the California Physical Fitness Test may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

Grade Level	School			District			State		
	Total	Female	Male	Total	Female	Male	Total	Female	Male
5							24.5	26.7	22.3
7							28.8	30.9	26.8
9	19.4	12.1	26.0	32.6	31.3	33.8	26.7	25.8	27.5

Academic Performance Index (API)

The **Academic Performance Index (API)** is a score on a scale of 200 to 1000 that annually measures

the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet.

Growth Targets: The annual growth target for a school is 5 percent of the distance between its API Base and 800. The growth target for a school at or above 800 is to remain at or above 800. Actual growth is the number of API points a school gained between its base and growth years. Schools that reach their annual targets are eligible for awards.

Subgroup APIs and Targets: In addition to a schoolwide API, schools also receive API scores for each numerically significant subgroup in the school (i.e., racial/ethnic subgroups and socioeconomically disadvantaged students). Growth targets, equal to 80 percent of the school's target, are also set for each of the subgroups. Each subgroup must also meet its target for the school to be eligible for awards.

Percent Tested: In order to be eligible for awards, elementary and middle schools must test at least 95 percent of their students in grades 2 through 8, and high schools must test at least 90 percent of their students in grades 9 through 11 on STAR assessments.

Statewide Rank: Schools receiving an API Base score are ranked in 10 categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to schools most like it.

API criteria are subject to change as new legislation is enacted. Detailed information about the API and the Public Schools Accountability Act (PSAA) can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/> or by speaking with the school principal.

API -- Schoolwide

Data reported are API Base and Growth scores, growth targets, statewide and similar schools ranks, and percent tested.

API Base Data				API Growth Data			
Criteria	2002	2003	2004	Criteria	From 2002 to 2003	From 2003 to 2004	From 2004 to 2005
Percent Tested	95	91	97	Percent Tested	91	97	95
API Base Score	524	523	587	API Growth Score	520	572	597
Growth Target	14	14	11	Actual Growth	-4	49	10
Statewide Rank	1	1	2				
Similar Schools Rank	1	1	2				

API -- Racial and Ethnic Subgroups

Data reported are API Base and Growth scores and growth targets.

API Base Data				API Growth Data			
Criteria	2002	2003	2004	Criteria	From 2002 to 2003	From 2003 to 2004	From 2004 to 2005
African American				African American			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
American Indian or Alaska Native				American Indian or Alaska Native			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Asian				Asian			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Filipino				Filipino			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Hispanic or Latino				Hispanic or Latino			
API Base Score	487	499	564	API Growth Score	493	549	582
Growth Target	11	11	9	Actual Growth	6	50	18
Pacific Islander				Pacific Islander			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
White (Not Hispanic)				White (Not Hispanic)			
API Base Score	615			API Growth Score			
Growth Target	11			Actual Growth			

API -- Socioeconomically Disadvantaged Subgroup

Data reported are API Base and Growth scores and growth targets.

API Base Data				API Growth Data			
Criteria	2002	2003	2004	Criteria	From 2002 to 2003	From 2003 to 2004	From 2004 to 2005
API Base Score	464	511	600	API Growth Score	497	571	573
Growth Target	11	11	9	Actual Growth	33	60	-27

State Award and Intervention Programs

Although state intervention and awards programs are currently in the California Education Code, the programs were not funded for the period addressed by this report. Therefore, there are currently no data available to report.

Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act (NCLB) requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To comply with NCLB, California adopted AYP criteria that were approved

by the U.S. Department of Education in June 2003. To make AYP, schools and districts are required each year to meet or exceed specific criteria in each of the following:

- Requirement 1: Participation rate on the state's standards-based assessments
- Requirement 2: Percent proficient on the state's standards-based assessments
- Requirement 3: API as an additional indicator
- Requirement 4: Graduation rate (for secondary schools)

Requirements 1 and 2 apply at the school, district, and subgroup levels. Requirements 3 and 4 apply only at the school and district levels, unless exception or "safe harbor" criteria are used. Detailed information about AYP can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by speaking with the school principal.

AYP All Criteria -- Schoolwide

Data reported indicate whether all AYP criteria were met for all students in a school or a district, or that exception (safe harbor) criteria were met, or that an appeal of the school's or district's AYP status was approved.

<i>Schoolwide</i>	<i>School</i>			<i>District</i>		
	<i>2003</i>	<i>2004</i>	<i>2005</i>	<i>2003</i>	<i>2004</i>	<i>2005</i>
<i>All Students</i>	No	Yes	No	No	No	Yes

AYP Participation Rates and Proficiency Levels -- Schoolwide and Subgroups

Data reported indicate whether AYP criteria for both the minimum participation rates and the percent proficient or above were met in a school or a district. *Note: "N/A" means that the student group is not numerically significant.*

<i>Schoolwide and Subgroups</i>	<i>School</i>			<i>District</i>		
	<i>2003</i>	<i>2004</i>	<i>2005</i>	<i>2003</i>	<i>2004</i>	<i>2005</i>
<i>All Students</i>	Yes	Yes	Yes	Yes	Yes	Yes
<i>African American</i>	N/A	N/A	N/A	Yes	Yes	Yes
<i>American Indian or Alaska Native</i>	N/A	N/A	N/A	N/A	N/A	N/A
<i>Asian</i>	N/A	N/A	N/A	Yes	Yes	Yes
<i>Filipino</i>	N/A	N/A	N/A	Yes	Yes	Yes
<i>Hispanic or Latino</i>	No	Yes	Yes	Yes	Yes	Yes
<i>Pacific Islander</i>	N/A	N/A	N/A	N/A	N/A	N/A
<i>White (not Hispanic)</i>	N/A	N/A	N/A	Yes	Yes	Yes
<i>Socioeconomically Disadvantaged</i>	Yes	Yes	Yes	Yes	Yes	Yes
<i>English Learners</i>	No	Yes	Yes	Yes	Yes	Yes
<i>Students with Disabilities</i>	No	N/A	N/A	No	No	Yes

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make Adequate Yearly Progress (AYP) for two consecutive years. After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Information

about PI, including a list of all PI schools and districts, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by contacting the district office or speaking with the school principal.

Criteria	School	District
First Year of Program Improvement Implementation	2000-2001	2004-2005
Year in Program Improvement (Implementation Level)	Year 3	Year 1
Year Exited Program Improvement		
Number of Schools Currently in Program Improvement	---	1
Percent of Schools Currently in Program Improvement	---	5.6

VI. School Completion (Secondary Schools)

California High School Exit Examination (CAHSEE)

Beginning with the graduating class of 2006, students in California public schools will have to pass the California High School Exit Examination (CAHSEE) to receive a high school diploma. The School Accountability Report Card for that year will report the percent of students completing grade 12 who successfully completed the CAHSEE.

These data are not required to be reported until 2006, when they can be reported for the entire potential graduating class. At that time, the data are expected to be disaggregated by special education status, English learners, socioeconomically disadvantaged status, gender, and ethnic group.

Dropout Rate and Graduation Rate

Data reported regarding progress toward reducing dropout rates over the most recent three-year period include grade 9 through 12 enrollment, the number of dropouts, and the one-year dropout rate as reported by CBEDS. The formula for the one-year dropout rate is (grades 9 through 12 dropouts divided by grades 9 through 12 enrollment) multiplied by 100. The graduation rate, included as one of the requirements of California's definition of Adequate Yearly Progress as required by the federal No Child Left Behind (NCLB) Act, is calculated by dividing the number of high school graduates by the sum of dropouts for grades 9 through 12, in consecutive years, plus the number of graduates.

Criteria	School			District			State		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
Enrollment (9-12)	1,341	1,237	1,130	23,664	24,332	24,469	1,772,417	1,830,903	1,876,927
Number of Dropouts	101	71	98	438	737	982	47,871	58,189	61,253
Dropout Rate (1-year)	7.5	5.7	8.7	1.9	3.0	4.0	2.7	3.2	3.3
Graduation Rate	66.1	70.5	65.3	83.8	89.6	86.6	87.0	86.7	85.3

VII. Class Size

Average Teaching Load and Teaching Load Distribution

Data reported are the average class size and the number of classrooms that fall into each size category (i.e., number of students), by subject area, as reported by CBEDS.

Subject	2003				2004				2005			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	22.9	24	28	1	24.8	15	37	4	24.7	24	39	6
Mathematics	21.0	22	21	3	25.1	13	18	3	26.4	19	21	7
Science	24.6	20	14	3	30.1	2	20	6	31.1		10	10
Social Science	26.4	8	21	5	29.4	5	11	10	31.3	3	10	13

VIII. Teacher and Staff Information

Core Academic Courses Taught by NCLB Compliant Teachers

For a school, the data reported are the percent of a school's classes in core academic subjects taught by No Child Left Behind (NCLB) compliant teachers. For a district, the data reported are the percent of all classes in core academic subjects taught by NCLB compliant teachers in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at

<http://www.cde.ca.gov/nclb/sr/tq/>.

Criteria	Percent of Classes In Core Academic Subjects Taught by NCLB Compliant Teachers
This School	92.7
All Schools in District	88.2
High-Poverty Schools in District	0.0
Low-Poverty Schools in District	88.3

Teacher Credentials

Data reported are the number of teachers (full-time and part-time) as reported by CBEDS. Each teacher is counted as "1." If a teacher works at two schools, he/she is counted at one school only. Data for teachers with a full credential and teaching outside his/her subject area are provided by the LEA.

Criteria	2003	2004	2005
Total Teachers	66	55	56
Teachers with Full Credential	45	50	51

Teachers Teaching Outside Subject Area <i>(full credential teaching outside subject area)</i>	0	0	0
Teachers in Alternative Routes to Certification <i>(district and university internship)</i>	0	3	3
Pre-Internship	2	0	0
Teachers with Emergency Permits <i>(not qualified for a credential or internship but meeting minimum requirements)</i>	18	2	2
Teachers with Waivers <i>(does not have credential and does not qualify for an Emergency Permit)</i>	3	1	0

Teacher Misassignments

Data reported are the number of placements of a certificated employee in a teaching or services position, including positions that involve teaching English learners, for which the employee does not hold a legally recognized certificate or credential, or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold. *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*. For the 2005-06 school year, the most currently available data are reported.

Criteria	2004	2005	2006
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0

Teacher Education Level

Data reported are the percent of teachers by education level, as reported by CBEDS.

Criteria	School	District
Doctorate	0.0	1.6
Master's Degree plus 30 or more semester hours	25.0	17.9
Master's Degree	16.1	15.1
Bachelor's Degree plus 30 or more semester hours	42.9	51.6
Bachelor's Degree	16.1	13.5
Less than Bachelor's Degree	0.0	0.3

Vacant Teacher Positions

Data reported are the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester. For the 2005-06 school year, the most currently available data are reported.

<i>Criteria</i>	<i>2004</i>	<i>2005</i>	<i>2006</i>
<i>Vacant Teacher Positions</i>	0	0	0

Teacher Evaluations

Information about the procedures and criteria for teacher evaluations.

All teachers and staff are regularly evaluated. Formal teacher and staff evaluations are completed in accordance to District and bargaining unit regulations. First year teachers are evaluated at least twice during the school year, and all temporary and probationary teachers are evaluated annually. All tenured teachers are evaluated every other year. In addition, drop in observations are made at the discretion of school administrators. The overall purposed of the class visits and evaluations is to reinforce good teaching practices and to assist teachers who may need improvement. The Administration promotes an open door policy and maintains a good rapport with the teaching staff.

Substitute Teachers

Information about the availability of qualified substitute teachers and the impact of any difficulties in this area on the instructional program at the school.

Finding and hiring qualified and effective substitute teachers is a critical problem for all East Side Union High School District schools. The current system is not effective or adequate to meet the needs of the local schools. The need for substitutes varies depending on the day of the week or the time of the year. Absences for illness, personal necessity leave, and professional development activities are all reasons that necessitate substitute teachers. When the need for substitutes exceeds the supply, the regular classroom teachers and administrators are called upon to fill in for the colleagues during their preparation period. Regardless of the reasons for calling in substitute teachers, the instructional program suffers when the regular teacher is absent. Consequently, every effort is made to minimize teacher absences.

All substitutes have a minimum of a Bachelor's Degree, have passed the California Basic Skills Test (CBEST), and hold the required credential to provide this service.

Counselors and Other Support Staff

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equal one FTE.

<i>Title</i>	<i>FTE</i>
<i>Counselor</i>	3.0
<i>Library Media Teacher (Librarian)</i>	1.0
<i>Psychologist</i>	0.4
<i>Social Worker</i>	1.0
<i>Nurse</i>	0.0
<i>Speech/Language/Hearing Specialist</i>	0.4
<i>Resource Specialist (non-teaching)</i>	
<i>Other</i>	3.0

Academic Counselors

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equal

one FTE. The ratio of students per academic counselor is defined as enrollment as reported by CBEDS divided by the full-time-equivalent academic counselors.

<i>Number of Academic Counselors (FTE)</i>	<i>Ratio of Students Per Academic Counselor</i>
3.0	333.67

IX. Curriculum and Instruction

School Instruction and Leadership

Information about the structure of the school's instructional program and the experience of the school leadership team.

All instruction and school leadership is committed to raising student achievement, with a special focus on 9th and 10th graders and their performance in math and language arts. In 2004 James Lick High School was identified as an underperforming school by the California Department of Education, thus requiring state monitoring. An academic program survey was administered and the results analyzed to determine corrective actions. The James Lick Leadership Team was replaced by three administrators new to the school. They met daily to organize the Implementation of the SAIT plan and, in addition, bi-monthly meetings were held with the School Assistance and Intervention Team (SAIT). The SAIT team monitors the implementation of all corrective actions listed in the SAIT Plan. The following is a summary of SAIT corrective actions that were the focus of school instruction and leadership:

1. Decision-making systems and processes need to be implemented at the site in order to improve student achievement.
2. Insuring all students have appropriate textbooks for both core reading/language arts and mathematics programs as well as intervention programs.
3. Providing reading/language arts and mathematics professional development for teachers who have yet to be trained in state-approved training programs.
4. Improving the system for monitoring student achievement so that it builds upon a process of teacher collaboration resulting in assessment data that guides instruction.
5. Improving the support given teachers through direct coaching and other professional development opportunities.
6. Instituting the structure of pacing schedules so that there is coherent and consistent practice within all reading/language arts and mathematics classes.
7. Re-allocating funds to more fully support reading/language arts and mathematics goals.

With a goal of closing the achievement gap, James Lick teachers have dedicated a large part of their collaboration time to aligning curriculum, instruction, and assessment strategies to the State's Content and Performance standards and school's ESLRs. To ensure that lessons are aligned to the standards and ESLRs, the staff has adopted the *Understanding By Design* methodology and uses the remainder of its collaboration time to share best practices lessons. As part of a cycle of continuous improvement, the staff consistently reviews curriculum, instruction, and assessment strategies to ensure that they are relevant, effective, and rigorous.

Because James Lick is committed to supporting all students to achieve our standards, we regularly collect data regarding students' academic achievement and survey all stakeholders to determine their needs, satisfaction, and input regarding current services and programs. Based upon the collected data, a team of representative stakeholders, including students, teachers, parents, community, and social service agencies personnel regularly examine the causes, consequences, and interrelationships between these needs so that we can design strategies that address the endogenous needs of all of our students.

Predicated upon these multiple data sources, we have modified curriculum and instructional strategies to address the needs of all students, including, but not limited to: academic, social and emotional support for students who are at-risk and our special needs students; linguistically and culturally responsive academic

support for our Limited English Proficiency and diverse student population; IEP-specific strategies to support the needs of our special needs students; health, mental health, and social support for our low-income youth; and enhanced programs for our gifted and talented (GATE) population.

The results of the hard work and cooperation with the SAIT team were positive with an increase of the API for two consecutive years totaling 49 points. This vast improvement allowed the school to be released from the SAIT process for the school year 2005-06. However, because the school did not meet its target for graduation rate, James Lick is still a program improvement school under the No Child Left Behind regulations.

The administrative leadership team consists of Bill Rice, Principal, Joel Herrera, Associate Principal of Educational Development, and Rick Esparza, Associate Principal of Attendance and Student Services. However, the entire staff, students, parents, and community are valued partners in the governance and decision-making processes. Because James Lick is a community collaborative, it offers its families, staff, students, and community a wide variety of options for contributing to the success of the school. Not only do parents and community representatives serve on School Site Council, but they also represent James Lick on the District Advisory Committee, the District English Learner Advisory Committee, District Safety Committee, and District Bond Oversight Committee. Moreover, James Lick's governance structure invites and values the multidimensional input provided by its stakeholders.

To increase student achievement, James Lick has adopted a data-driven cycle of inquiry approach to school improvement that impacts budget, curriculum, instruction, assessment, and student achievement and is implementing data-driven instruction by making data readily available to all teachers. Since the current data system is cumbersome and difficult to access, the District invested in a data management system, called the "Cruncher". Easily accessible and simple to use, the "Cruncher" allows teachers to access their students' performance data so that they can compare it to school-wide, district, state and national data to ascertain student performance and guide their efforts to individualize instruction, provide differentiated instruction that is responsive to the students' assessed needs and measure the effectiveness of their own instruction. The Cruncher also allows administrators to assess the effectiveness of curriculum and support intervention programs. In addition, Cruncher information regarding criterion-referenced test performance (STAR, SAT, CAHSEE, ACT, CELDT, AP tests, etc.), dropout data, college entrance and success data, district assessments (Northwest Evaluation Association—NWEA) and writing samples, suspension, referral, and attendance data, student work samples, authentic assessment data from project-based, inquiry-based, work-based, open-ended, and portfolio assignments, qualitative data to ascertain stakeholder satisfaction, observations of student performance, and technology proficiency assessments are used to measure whether all students are meeting the standards.

Professional Development

Information about the program for training the school's teachers and other professional staff.

Under the SAIT process all math and language arts teachers received 80 hours of AB 466 staff development training. This training focused on effective use of the new textbooks that were aligned to state standards. In addition, all three administrators received 40 hours of AB 75 staff development. Professional development opportunities for staff members are multifaceted and clearly and consistently linked to the state's standards and the school's core values. Currently James Lick has a coherent, comprehensive plan for professional development that is data driven and directly linked to teaching and learning. 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. BTSA, PAR 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 rigorous state content standards as well as to provide instructional support for literacy and differentiation to assure the achievement of all students.

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 structured to have a generalized focus (e.g., standards-based instruction), and specific facets of the professional development program (e.g., specific instructional strategies) are personalized to address the specific content area dynamics and needs. For example, in English, teachers are examining student work to ascertain effective standards-based instructional strategies, while in Physical Education, teachers are reviewing the *FitnessGram* data to establish effective instruction strategies for physical fitness instruction. The district also offers a multitude of professional development opportunities to broaden teachers' knowledge, enhance their classroom management skills, and augment their repertoire of best practices instructional strategies.

Quality and Currency of Textbooks and Instructional Materials

Information about the standards-aligned (kindergarten through grade 12) and state-adopted (kindergarten and grades 1 through 8) or locally adopted (grades 9 through 12) textbooks and other instructional materials used in the school that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the core curriculum areas of reading/language arts, mathematics, science, and history-social science. For kindergarten and grades 1 through 8, the information also includes a description of any supplemental curriculum adopted by the local governing board. The information includes an explanation for the use of any non-adopted textbooks or instructional materials.

Core Curriculum Areas	Quality and Currency of Textbooks and Instructional Materials
Reading/Language Arts	All textbooks are consistent with the content and cycles of the curriculum frameworks adopted by the SBE and Board of Trustees approved.
Mathematics	All textbooks are consistent with the content and cycles of the curriculum frameworks adopted by the SBE and Board of Trustees approved.
Science	All textbooks are consistent with the content and cycles of the curriculum frameworks adopted by the SBE and Board of Trustees approved.
History-Social Science	All textbooks are consistent with the content and cycles of the curriculum frameworks adopted by the SBE and Board of Trustees approved.

Availability of Sufficient Textbooks and Instructional Materials

Information about the availability of sufficient standards-aligned (kindergarten through grade 12) and state-adopted (kindergarten and grades 1 through 8) or locally adopted (grades 9 through 12) textbooks and other instructional materials for each pupil, including English learners, that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the core curriculum areas of reading/language arts, mathematics, science, history-social science, foreign

language, and health (kindergarten through grade 12); and science laboratory equipment (grades 9 through 12), as appropriate. For kindergarten and grades 1 through 8, the information also includes a description of any supplemental curriculum adopted by the local governing board.

<i>Core Curriculum Areas</i>	<i>Availability of Textbooks and Instructional Materials</i>
<i>Reading/Language Arts</i>	As of March 10, 2005 sufficient books for student issue
<i>Mathematics</i>	As of March 10, 2005 sufficient books for student issue
<i>Science</i>	As of March 10, 2005 sufficient books for student issue
<i>History-Social Science</i>	As of March 10, 2005 sufficient books for student issue
<i>Foreign Language</i>	As of March 10, 2005 sufficient books for student issue
<i>Health</i>	As of March 10, 2005 sufficient books for student issue
<i>Science Laboratory Equipment (grades 9-12)</i>	As of March 10, 2005 insufficiencies were being filled

Instructional Minutes

Data reported compare the number of instructional minutes offered at the school level to the state requirement for each grade.

<i>Grade Level</i>	<i>Instructional Minutes</i>	
	<i>Offered</i>	<i>State Requirement</i>
9	65,285	64,800
10	65,285	64,800
11	65,285	64,800
12	65,285	64,800

Continuation School Instructional Days

Data reported are the number of instructional days offered at the school level compared to the state requirement for each grade.

<i>Grade Level</i>	<i>Instructional Days With At Least 180 Instructional Minutes</i>	
	<i>Offered</i>	<i>State Requirement</i>
9	180 days	180 days
10	180 days	180 days
11	180 days	180 days
12	180 days	180 days

Minimum Days in School Year

Information about the total number of days in the most recent school year that students attended school on a shortened day schedule and the reasons for the shortened day schedule.

There are 6 minimum days for final exams. In addition, four minimum days are planned for staff development.

X. Postsecondary Preparation (Secondary Schools)

Advanced Placement and International Baccalaureate Courses

Data reported are the number of Advanced Placement (AP) and International Baccalaureate (IB) courses and classes offered, and the enrollment in various classes. The data for fine and performing arts include AP Art and AP Music, and the data for social science include IB Humanities.

Subject	Number of Courses Offered	Number of Classes Offered	Enrollment
Fine and Performing Arts			
Computer Science			
English			
Foreign Language	2	3	78
Mathematics	1	1	39
Science	1	2	36
Social Science	1	2	51

Student Enrollment in Courses Required for University of California (UC) and/or California State University (CSU) Admission

Data reported are the number and percent of student enrollment in courses required for University of California (UC) and/or California State University (CSU) admission. The percent of student enrollment is calculated by dividing the total student enrollment in courses required for UC and/or CSU admission by the total student enrollment in all courses. *Note: Each student is counted in each course in which the student is enrolled. As a result of these duplicated counts, the student enrollment in all courses will, and the student enrollment in courses required for UC and/or CSU admission may, exceed the actual student enrollment figure for the school.*

Student Enrollment In All Courses	Student Enrollment In Courses Required For UC and/or CSU Admission	Percent of Student Enrollment In Courses Required For UC and/or CSU Admission
4289	2745	64.0

Graduates Who Have Completed All Courses Required for University of California (UC) and/or California State University (CSU) Admission

Data reported are the number and percent of graduates who have completed all courses required for University of California (UC) and/or California State University (CSU) admission. The percent of graduates is calculated by dividing the total number of graduates who have completed all courses required for UC and/or CSU admission by the total number of graduates.

Number of Graduates	Number of Graduates Who Have Completed All Courses Required For UC and/or CSU Admission	Percent of Graduates Who Have Completed All Courses Required For UC and/or CSU Admission
198	34	17.2

SAT Reasoning Test

Data reported are the average verbal and math scores for Grade 12 students at the school, district, and state level who voluntarily take the SAT Reasoning Test for college entrance. Data are also reported for total grade 12 enrollment and percent of grade 12 enrollment taking the test. Students may take the test more than once, but only the most recent score is reported at the year of graduation. The test may or may not be available to students at a given school. Detailed information regarding SAT results may be found at the CDE Web site at <http://www.cde.ca.gov/ds/sp/ai/>. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

Criteria	School			District			State		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
Grade 12 Enrollment	288	265	263	5952	5927	6212	385,356	395,194	409,576
Percent of Grade 12 Enrollment Taking Test	21.2	12.5	18.3	38.2	34.5	36.5	36.7	35.3	35.9
Average Verbal Score	430	441	441	460	469	473	494	496	499
Average Math Score	441	472	468	498	506	509	518	519	521

College Admission Test Preparation Course Program

Information about the school's college admission test preparation course program.

James Lick High School provides college admission test preparation through a collaborative effort with private test preparation programs and community agencies. In addition, the school's guidance department and teachers provide students with necessary college admission test preparation.

Workforce Preparation Programs

Information about the school's career technical education programs and classes.

Technology is integrated in most curriculum areas to enhance instruction and provide opportunities for students to participate in project-based assignments that not only add depth and complexity to lessons, but also provide them with the skills that are necessary to compete for jobs in a technology-based society. Students acquire and improve their computer skills through the many opportunities available to them in their classrooms and in campus computer labs.

Students have access to the Internet and utilize it for research purposes. Many instructors integrate technology in their instruction and require their students to utilize technology in the preparation and presentation of assignments. In addition, James Lick High School offers programs such as the Business Communications, Graphic Design, Yearbook, CCOC, ROP, and Work Experience that teach students the skills needed to be successful in college and the workplace.

Career Technical Education (CTE) Programs

Data reported are enrollment and program completion from the *Report of Career-Technical Education Enrollment and Program Completion for School Year 2003-2004 (CDE 101 E-1)*. Data have been aggregated to the district level.

CTE Participants	Grade 9-12 CTE Students			Grade 12 CTE Students		
	Total Course Enrollment	Number of Concentrators	Number of Completers	Completion Rate	Number of Completers	Number Earning Diploma

XI. Fiscal and Expenditure Data

Teacher and Administrative Salaries (Fiscal Year 2003-04)

Data reported are the district salaries for teachers, principals, and superintendents, compared to the state average salaries for districts of the same type and size, as defined by *Education Code* Section 41409. Data are also reported for teacher and administrative salaries as a percent of a district's budget. Detailed information regarding salaries may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0304.asp>. Note: County offices of education are not required to report average salaries and expenditures. The CDE's School Fiscal Services Division does not calculate statewide average salary and expenditure information for county offices of education.

Category	District Amount	State Average For Districts In Same Category
<i>Beginning Teacher Salary</i>	\$41,151	\$36,464
<i>Mid-Range Teacher Salary</i>	\$67,570	\$61,925
<i>Highest Teacher Salary</i>	\$83,384	\$77,260
<i>Average Principal Salary (Elementary)</i>		
<i>Average Principal Salary (Middle)</i>		\$97,157
<i>Average Principal Salary (High)</i>	\$119,105	\$109,001
<i>Superintendent Salary</i>	\$215,000	\$158,638
<i>Percent of Budget for Teacher Salaries</i>	37.4	38.1
<i>Percent of Budget for Administrative Salaries</i>	4.9	5.2

District Expenditures (Fiscal Year 2003-04)

Data reported are the total dollars expended in the district and the dollars expended per student at the district compared to the state average for all districts and for districts of the same type and size. Detailed information regarding expenditures may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/>. Note: County offices of education are not required to report average expenditures. The CDE's School Fiscal Services Division does not calculate statewide average expenditure information for county offices of education.

District	District	State Average For Districts In Same Category	State Average All Districts
Total Dollars Expended	Dollars Expended Per Student (ADA)	Dollars Expended Per Student (ADA)	Dollars Expended Per Student (ADA)
\$181,110,162	\$7,348	\$7,007	\$6,919

Types of Services Funded

Information about the programs and supplemental services that are provided at the school through either categorical funds or other sources.

During the 2004-2005 school year, James Lick received additional funds to support students with special needs. The following special programs are offered at the school:

- ◆ Adaptive Physical Education
- ◆ English Language Development Classes
- ◆ Economic Impact Aid
- ◆ Title I Program
- ◆ Gifted and Talented Education
- ◆ Special Education Classes
- ◆ School Psychologist
- ◆ CAHSEE Support Classes
- ◆ Central County Occupational Center
- ◆ Regional Occupation Program
- ◆ Parent Classes
- ◆ Section 504 Plan Services
- ◆ Limited English Proficient
- ◆ Multi-Service Team
- ◆ Speech Therapy
- ◆ Student Assistance Program
- ◆ Vocational Education
- ◆ Migrant Education Program
- ◆ After School Tutoring