

James Lick High School

2021 School Accountability Report Card



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 www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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) 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.

2021-22 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

2021-22 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

2021-22 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 of have change 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 members 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

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	229
Grade 10	251
Grade 11	233
Grade 12	207
Total Enrollment	920

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	0.1
Asian	7.3
Black or African American	1.3
Filipino	4.2
Hispanic or Latino	82.2
Native Hawaiian or Pacific Islander	0.9
Two or More Races	0.7
White	3.3
English Learners	21.8
Foster Youth	0.7
Homeless	1
Socioeconomically Disadvantaged	68.2
Students with Disabilities	14.8

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

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

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)	41.8	92.1	943.4	83.4	228366.1	83.1
Intern Credential Holders Properly Assigned	0.0	0.0	29.9	2.6	4205.9	1.5
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.0	0.0	71.8	6.4	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.2	0.6	25.5	2.3	12115.8	4.4
Unknown	3.3	7.3	60.9	5.4	18854.3	6.9
Total Teaching Positions	45.4	100.0	1131.8	100.0	274759.1	100.0

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2020-21 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21
Permits and Waivers	0.0
Misassignments	0.0
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	0.0

2020-21 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assignment Options	0.2
Total Out-of-Field Teachers	0.2

2020-21 Class Assignments

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

2021-22 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

October 2021

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 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 2013 AP Composition and Language-- The Norton Reader AP Composition and Literature--The Intro to Literature	Yes	0%
Mathematics	CCSS Math 1 – "Big Ideas Integrated Mathematics I," Big Ideas Learning, LLC 2016 CCSS Math 2 – "Big Ideas Integrated Mathematics II," Big Ideas Learning, LLC 2016 CCSS Math 3 – "Big Ideas Integrated Mathematics III," Big Ideas Learning, LLC 2016 Math Analysis – “Precalculus With Limits A Graphing Approach” Brooks/Cole Cengage Learning 2012 AP Calculus AB - Calculus w/Analytic Geometry, 9th ed: Houghton Mifflin Harcourt; 2010 Exploring Computer Science - ECS: Exploring Computer Science; Joanna Goode, Gail Chapman 2016 Mathematical Reasoning with Connections - MRWC materials provided by CSU	Yes	0%
Science	Physiology- Holes Essentials of Anatomy and Physiology, McGraw Hill, 2002 NGSS Biology - The Living Earth -- CK-12 eTextbook NGSS Chemistry in Earth's System – CK-12 eTextbook NGSS Physics of the Universe - CK-12 eTextbook AP Chemistry- Chemistry The Central Science- Brown & Lemay AP Physics - Cutnell & Johnson Physics AP Forensic Science - A Hands-on Introduction to Forensic Science 2014 Physical Science Essentials - CK-12 eTextbook Living Earth Essentials - CK-12 eTextbook	Yes	0%
History-Social Science	World History – “Modern World History” McDougal-Littell 2003 US History – “The American Vision” Glencoe/McGraw Hill 2006	Yes	0%

	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 - "The Cultural Landscape: An Introduction" Prentice Hall 2014 AP Psychology - "Psychology for AP" Worth 2015 World Geography - "Geography Alive!" TCI 2011		
Foreign Language	Textbooks and Instructional Materials in use are standards aligned and officially adopted	Yes	0%
Health	Textbooks and Instructional Materials in use are standards aligned and officially adopted	Yes	0%
Visual and Performing Arts	Textbooks and Instructional Materials in use are standards aligned and officially adopted	Yes	0%
Science Laboratory Equipment (grades 9-12)	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 2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Pelicans not configured right, HVAC to check on.
Interior: Interior Surfaces			X	Floor tiles by elevator has water damage and lifting. Carpentry to check on this. Damaged ceiling tiles. 517-roof stairway opening, missing ceiling tile cover. 604-hole in the wall needs

School Facility Conditions and Planned Improvements

			patch work to be completed. Ceiling tiles stained. Copy room missing ceiling tiles.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X		
Electrical		X	504-two different types of overhead lights. 601-open electrical wires from box. IT to go and check on wires. Lobby missing light fixture.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X		Hallway water fountain across from RR over shoots and puts water on floor. Women Restroom clean out pipe is open. Boys restroom drain coverage damaged. Repairs are being made.
Safety: Fire Safety, Hazardous Materials		X	215 304, 518, 517 ,fire extinguisher blocked by smart board. 604-fire extinguisher not mounted. 706-verify location of fire extinguishers using HMBP. 903-electrical outside room, panel access is blocked. 1300-1302 missing fire extinguisher. Site to look into.
Structural: Structural Damage, Roofs	X		514, 512, 511 ceiling tile stained, roof leaks. 1300-1302 roof leaks. Leaks being repaired by roofer.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X	Behind 700 building-overgrown grass. 1001 backdoor needs paint around the doorframe the drywall is damaged, door needs hinge and closer repairs. 300 hallway- 3 cracked windows. Carpentry taking care of repairs.

Overall Facility Rate

Exemplary	Good	Fair	Poor
		X	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

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

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

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 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 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 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	224	76	33.93	66.07	54.67
Female	108	28	25.93	74.07	48.15
Male	116	48	41.38	58.62	58.33
American Indian or Alaska Native	--	--	--	--	--
Asian	17	11	64.71	35.29	72.73
Black or African American	--	--	--	--	--
Filipino	11	6	54.55	45.45	--
Hispanic or Latino	175	51	29.14	70.86	44
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	0	0	0	0	0
White	11	5	45.45	54.55	--
English Learners	36	9	25	75	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	149	48	32.21	67.79	57.45
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	29	9	31.03	68.97	--

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	224	79	35.27	64.73	25.32
Female	108	31	28.70	71.30	12.90
Male	116	48	41.38	58.62	33.33
American Indian or Alaska Native	--	--	--	--	--
Asian	17	12	70.59	29.41	58.33
Black or African American	--	--	--	--	--
Filipino	11	7	63.64	36.36	--
Hispanic or Latino	175	51	29.14	70.86	15.69
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	0	0	0	0	0
White	11	6	54.55	45.45	--
English Learners	36	9	25.00	75.00	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	149	49	32.89	67.11	22.45
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	29	9	31.03	68.97	--

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	188	NT	NT	NT	NT
Female	90	NT	NT	NT	NT
Male	98	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	13	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	11	NT	NT	NT	NT
Hispanic or Latino	154	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	26	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	131	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	26	NT	NT	NT	NT

2020-21 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. During the 2019-2020 school year, JLHS began the process of reviewing data from industry sector job growth projections along with student interest to begin to determine options for creating new CTE programs at the school. The current goal is to launch a new CTE program for the 2021-2022 school year.

2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	23
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	75
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	18.2

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
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	98.8
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	42.6

* The data on the percent of graduates completing UC/CSU A-G course requirements was taken from the CDE public data site Data Quest.

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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.

2021-22 Opportunities for Parental Involvement

The James Lick Community is made up of Students, Staff, and Parents. The parents of James Lick students have many opportunities to get involved with the school. Parents can start with attending the monthly coffee talks, hosted by the Principal and Parent & Community Involvement Specialist (PCIS). The PCIS also provides ongoing training around monitoring student progress, using the school learning management system, grading, technology, and community issues. Parents can serve in an advisory role as a member of the School Site Council, English Language Advisory Committee, James Lick Safety Committee, or the Comet Culture Advocates (MTSS Tier I Team). 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 trainings. Parents wanting more information about these opportunities can reach out to Cenovia Romero, the Parent & Community Involvement Specialist at 408-347-4655.

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 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
Dropout Rate	7.7	11.4	9.4	15.6	14.5	14.0	9.0	8.9	9.4
Graduation Rate	83.9	83.1	81.7	77.5	78.4	77.2	84.5	84.2	83.6

2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 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	202	165	81.7
Female	95	84	88.4
Male	107	81	75.7
American Indian or Alaska Native	0	0	0.00
Asian	13	13	100.0
Black or African American	--	--	--

Filipino	12	12	100.0
Hispanic or Latino	167	135	80.8
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	--	--	--
English Learners	35	24	68.6
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	189	154	81.5
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	34	17	50.0

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	988	943	166	17.6
Female	478	461	72	15.6
Male	510	482	94	19.5
American Indian or Alaska Native	1	1	1	100.0
Asian	69	68	2	2.9
Black or African American	12	12	5	41.7
Filipino	42	39	2	5.1
Hispanic or Latino	818	778	145	18.6
Native Hawaiian or Pacific Islander	8	8	2	25.0
Two or More Races	5	5	1	20.0
White	33	32	8	25.0
English Learners	219	209	53	25.4
Foster Youth	12	12	7	58.3
Homeless	10	10	3	30.0
Socioeconomically Disadvantaged	678	648	135	20.8
Students Receiving Migrant Education Services	8	8	2	25.0
Students with Disabilities	157	147	59	40.1

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 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 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	8.13	0.10	3.37	0.03	3.47	0.20
Expulsions	0.00	0.00	0.05	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 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 2019-2020 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

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.10	0.00
Female	0.00	0.00
Male	0.20	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.12	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.15	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2021-22 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 2021.

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 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	27	7	37	
Mathematics	25	7	33	
Science	29	2	21	5
Social Science	28	2	32	1

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	

2020-21 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	230

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	4
Library Media Teacher (Librarian)	0.5
Library Media Services Staff (Paraprofessional)	0
Psychologist	1
Social Worker	1
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	0
Other	3.6

* Due to the nation-wide shortage of Psychologists and Speech Pathologists, the East Side Union High School District has supplemented both Psychologist and Speech Pathologist staff with licensed contractors in these fields in order to fill student needs in these areas.

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach 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	\$12,780	\$2,483	\$10,297	\$96,765
District	N/A	N/A	\$8,406	\$98,287
Percent Difference - School Site and District	N/A	N/A	20.2	-1.6
State			\$8,444	\$92,222
Percent Difference - School Site and State	N/A	N/A	19.8	4.8

2020-21 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, and we frequently offer meaningful field trips that give students exposure to how content areas manifest in our society. To support students in their areas of growth, we offer our "Green Zone" which is 30 minutes of daily after school support offered by all teachers across all subjects. For the 19-20 school year, we designated an EL Mentor who worked with a case load of 30 English Language Learner students while also advising all teachers on strategies for supporting all ELL students. In addition, we continue to maintain the best counselor-to-student ratio in our district with 4 counselors serving approximately 1000 students. For providing mental health and social-emotional learning support we have a full time school social worker 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. They include iMentor, TRiO, Cal-SOAPS, DCAC, Next Door Solutions, New Hope For Youth, Firehouse, YWCA, Assets, and City of San Jose Mayor's Gang Prevention Taskforce.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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	\$60,185	\$54,687
Mid-Range Teacher Salary	\$98,823	\$92,222
Highest Teacher Salary	\$121,954	\$114,208
Average Principal Salary (Elementary)	\$0	\$143,647
Average Principal Salary (Middle)	\$0	\$145,785
Average Principal Salary (High)	\$154,344	\$162,322
Superintendent Salary	\$293,091	\$258,950
Percent of Budget for Teacher Salaries	34%	32%
Percent of Budget for Administrative Salaries	3%	5%

2020-21 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	34.8
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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	2
English	2
Fine and Performing Arts	6
Foreign Language	7
Mathematics	1
Science	1
Social Science	5
Total AP Courses Offered	24

Professional Development

During the 2020-2021 academic year, each administrator visited classrooms via zoom throughout the year doing both informal and formal observations. For the informal observations, the visits were unannounced and only lasted from 10-15 minutes. The administrator used a template for offering feedback to the teacher being observed. The majority of walkthrough and formal observations revealed that most teachers use the New Tech learning outcomes to measure student learning and achievement, incorporate PBL or PrBL practices in their classes, and have students use the same learning management system, CANVAS. The data also revealed that teachers use a range of different grading policies that manifest in different passing and failing rates within the same courses and departments. When this data was compared with marking period and semester student performance data and student surveys, some areas of focus for professional development were supporting struggling students, grading for equity, and MTSS interventions and supports.

In addition, the school PD committee sent out several surveys to the teaching staff to learn what areas of need and interest the teachers had for PD workshops and opportunities. The most popular areas related to project- based learning (PBL), problem-based learning (PrBL), integrating technology and the school learning management system, CANVAS, social-emotional learning (SEL) practices, de-escalation and other restorative practices, culturally responsive teaching, and mindfulness. In response to these requests, the PD Committee regularly coordinated workshops, in service activities, grade level meetings, and all staff collaboration topics.

The school admin team consisting of the Principal, Associate Principal of Administration, and Associate Principal of Educational Development regularly met with teachers individually to offer specific supports and coaching based on data-informed areas of growth.

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	52	42	42

East Side Union High School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 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

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	5478	3079	56.21	43.79	70.24
Female	2618	1505	57.49	42.51	73.42
Male	2860	1574	55.03	44.97	67.22
American Indian or Alaska Native	13	4	--	69.23	--
Asian	2130	1530	71.83	28.17	82.51
Black or African American	113	43	38.05	61.95	64.29
Filipino	331	176	53.17	46.83	69.32
Hispanic or Latino	2317	1019	43.98	56.02	49.85
Native Hawaiian or Pacific Islander	43	14	32.56	67.44	78.57
Two or More Races	220	118	53.64	46.36	80.51
White	311	175	56.27	43.73	74.29
English Learners	805	320	39.75	60.25	18.85
Foster Youth	14	2	14.29	85.71	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	2642	1270	48.07	51.93	59.21
Students Receiving Migrant Education Services	32	15	46.88	53.12	53.33
Students with Disabilities	554	150	27.08	72.92	15.97

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	5478	2973	54.27	45.73	53.07
Female	2618	1445	55.19	44.81	50.62
Male	2860	1528	53.43	46.57	55.39
American Indian or Alaska Native	13	4	--	69.23	--
Asian	2130	1487	69.81	30.19	75.92
Black or African American	113	43	38.05	61.95	30.23
Filipino	331	167	50.45	49.55	48.80
Hispanic or Latino	2317	993	42.86	57.14	19.70
Native Hawaiian or Pacific Islander	43	15	34.88	65.12	20.00
Two or More Races	220	115	52.27	47.73	59.13
White	311	149	47.91		56.08
English Learners	805	314	39.01	60.99	19.68
Foster Youth	14	2	14.29	85.71	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	2642	1229	46.52	53.48	37.73
Students Receiving Migrant Education Services	32	13	40.63	59.37	15.38
Students with Disabilities	554	150	27.08	72.92	6.67

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.