



James Lick High School

57 North White Rd. • San Jose, CA, 95127 • 408.347.4400 • Grades 9-12

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2019-20 School Accountability Report Card Published During the 2020-21 School Year



East Side Union High School District

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School Description

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 71 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 the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	263
Grade 10	233
Grade 11	233
Grade 12	251
Total Enrollment	980

2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.4
American Indian or Alaska Native	0.1
Asian	7.9
Filipino	6.5
Hispanic or Latino	80.1
Native Hawaiian or Pacific Islander	0.9
White	3
Two or More Races	0.1
Socioeconomically Disadvantaged	77.3
English Learners	19
Students with Disabilities	13.5
Foster Youth	0.5
Homeless	0.7

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

Teacher Credentials for James Lick High School	18-19	19-20	20-21
With Full Credential	50.233	44.3	45
Without Full Credential	4	2.5	2
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for East Side Union High	18-19	19-20	20-21
With Full Credential	♦	♦	912.1
Without Full Credential	♦	♦	32.1
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at James Lick High School

Indicator	18-19	19-20	20-21
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	2	1

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2020-21)

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.

Textbooks and Instructional Materials

Year and month in which data were collected: November 2020

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>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</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Mathematics	<p>CCSS Math 1 – "Big Ideas Integrated Mathematics I," Big Ideas Learning, LLC 2016 CCSS Math 2 – "Big Ideas Integrated Mathematics II," Big Ideas Learning, LLC 2016 CCSS Math 3 – "Big Ideas Integrated Mathematics III," Big Ideas Learning, LLC 2016 Math Analysis – “Precalculus With Limits A Graphing Approach” 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</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Science	<p>Physiology- Holes Essentials of Anatomy and Physiology, McGraw Hill, 2002 NGSS Biology - The Living Earth -- STEMscopes, eTextbook and Web-based resources (through Dec 2020), CK-12 eTextbook (pilot) NGSS Chemistry in Earth's System – STEMscopes, eTextbook and Web-Based resources (through Dec 2020), CK-12 eTextbook (pilot) NGSS Physics of the Universe - STEMscopes Physics in the Universe, Web- Based eTextbook and resources (through Dec 2020), CK-12 eTextbook (pilot)st AP Chemistry- Chemistry The Central Science- Brown & Lemay A Hands on Introduction to Forensic Science 2014</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
History-Social Science	<p>World History – “Modern World History” McDougal-Littell 2003 US History – “The American Vision” Glencoe/McGraw Hill 2006 American Government – “Government Alive! Power, Politics and You” TCI 2014 Economics – “Econ Alive! The Power to Choose” TCI 2015 AP World History - "The Earth and Its Peoples AP Edition" Cengage Learning 2018 AP US History - "America's History for the AP Course" Bedford 2014 AP Government - "Government in America" Pearson Learning 2014 AP Macro/Micro Economics - "Economics (AP)" McGraw Hill 2014 AP Human Geography - "The Cultural Landscape: An Introduction" Prentice Hall 2014 AP Psychology - "Psychology for AP" Worth 2015 World Geography - "Geography Alive!" TCI 2011</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Foreign Language	<p>Textbooks and Instructional Materials in use are standards aligned and officially adopted</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Health	<p>Textbooks and Instructional Materials in use are standards aligned and officially adopted</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Visual and Performing Arts	Textbooks and Instructional Materials in use are standards aligned and officially adopted The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science Laboratory Equipment	Science labs are adequately equipped The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements (Most Recent Year)

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.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month in which data were collected: September 2020

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	Drywall damage from old plumbing leak identified, carpenters shop repairing, paint shop will paint.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	500 Bldg exterior cleanliness not up to standards, site correcting.
Electrical: Electrical	Fair	Exposed wiring from old clock found, electrician corrected. Electrical boxes missing covers, electrician installed covers. Extension cord used as permanent power, site removed and relocated equipment. .
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

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, which 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); and
- 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.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	50	N/A	59	N/A	50	N/A
Math	23	N/A	39	N/A	39	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and High School

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	11	N/A	30	N/A	30	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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 areas of physical education.

2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

**CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 for the school district and each school site

Opportunities for Parental Involvement (School Year 2020-21)

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 Patricia Arenas, the Parent & Community Involvement Specialist at 408-347-4655.

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.

School Safety Plan (School Year 2020-2021)

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 2020.

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	7.2	8.1	3.6	3.4	3.5	3.5
Expulsions	0.2	0.0	0.1	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	7.1	3	2.5
Expulsions	0	0.04	0.05

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior 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 prior years.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselor*	245

*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.

Student Support Services Staff (School Year 2019-2020)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	4
Library Media Teacher (Librarian)	0.5
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	1
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	3.8

*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.

Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
English	26	8	39		27	7	37		26	6	34	
Mathematics	25	6	36		25	7	33		27	4	28	1
Science	28	4	30	1	29	2	21	5	26	4	29	
Social Science	27	5	31		28	2	32	1	26	7	21	2

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	48	52	42

During the 2019-2020 academic year, each administrator visited classrooms throughout the year doing both walkthroughs and formal observations. For the walkthroughs the visits were unannounced and only lasted from 10-20 minutes. The administrator used a template for offering feedback to the teacher being observed. This template was also offered as a tool for teachers to conduct peer observations at one point in the fall. 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.

FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$58,291	\$52,670
Mid-Range Teacher Salary	\$95,712	\$89,660
Highest Teacher Salary	\$118,115	\$112,761
Average Principal Salary (ES)		
Average Principal Salary (MS)		\$142,638
Average Principal Salary (HS)	\$149,107	\$158,074
Superintendent Salary	\$292,671	\$250,285

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	32.0	32.0
Administrative Salaries	3.0	5.0

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

FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$12,432	\$2,525	\$9,908	\$93,629.61
District	N/A	N/A	\$8,318	\$94,375
State	N/A	N/A	\$7,750	\$90,287

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	17.4	-0.8
School Site/ State	24.4	3.6

Note: Cells with N/A values do not require data.

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.

State Priority: Pupil Engagement

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

- High school dropout rates; and
- High school graduation rates.

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

Rate for James Lick High School	2016-17	2017-18	2018-19
Dropout Rate	12.1	13	7.7
Graduation Rate	81.9	81.5	83.9

Rate for East Side Union High School	2016-17	2017-18	2018-19
Dropout Rate	20.5	17.8	15.6
Graduation Rate	71.5	75.7	77.5

Rate for California	2016-17	2017-18	2018-19
Dropout Rate	9.1	9.6	9
Graduation Rate	82.7	83	84.5

Career Technical Education Participation

Measure	CTE Program Participation
Number of pupils participating in CTE	87
% of pupils completing a CTE program and earning a high school diploma	100
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	

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.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	98.57
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	41.86

2019-20 Advanced Placement Courses

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	2	N/A
English	3	N/A
Fine and Performing Arts	3	N/A
Foreign Language	6	N/A
Mathematics	1	N/A
Science	3	N/A
Social Science	5	N/A
All courses	23	35.1

*Where there are student course enrollments of at least one student.