SELF-STUDY VISITING COMMITTEE REPORT

ACCREDITING COMMISSION FOR SCHOOLS, WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES
CALIFORNIA STATE DEPARTMENT OF EDUCATION

FOR

San Juan High School

7551 Greenback Lane
Citrus Heights, CA 95610

San Juan Unified School District

April 25 - 27, 2016

Visiting Committee Members
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CTE Instructor, Willows High School

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Michael P. Burstein
Vice Principal, College Park High School

Mrs. Julie Eines
English/ELD Instructor, Liberty High School
Chapter I: Student/Community Profile

San Juan High School is a comprehensive high school located in Citrus Heights, a suburban city in the greater Sacramento County area. San Juan was the first comprehensive high school opened by San Juan Unified School District in the year 1913, and today is the smallest high school serving approximately 679 students on average. Once a small farming community the school is now bordered by the community of Citrus Heights surrounded by local businesses, shopping centers, and apartment buildings.

San Juan High School has a highly diverse student population with a large percent of socio-economically disadvantaged students. In 2014-2015, approximately 67% of students were receiving free/reduced lunches, which is a 6% decrease since the 2012-2013 WASC Mid-Term Report. The student population consists of 28% Hispanic, 53 percent White, 10 percent African American, and 9 percent other ethnicities. Within San Juan’s student body approximately 34 percent are English Language Learners and 20 percent Special Education students.

**Student Demographics: Student Enrollment By Grade:**

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Number of Students, 2013-2014</th>
<th>Number of Students, 2014-2015</th>
<th>Number of Students, As of March 20, 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 9</td>
<td>178</td>
<td>164</td>
<td>157</td>
</tr>
<tr>
<td>Grade 10</td>
<td>180</td>
<td>160</td>
<td>146</td>
</tr>
<tr>
<td>Grade 11</td>
<td>148</td>
<td>198</td>
<td>164</td>
</tr>
<tr>
<td>Grade 12</td>
<td>214</td>
<td>190</td>
<td>196</td>
</tr>
<tr>
<td>Ungraded Secondary</td>
<td>5</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Total Enrollment</td>
<td>725</td>
<td>712</td>
<td>679</td>
</tr>
</tbody>
</table>

San Juan High School student enrollment fluctuates due to the transiency of the student population. In past years San Juan Academy (formerly Advanced Path Academy) students were included in the school's enrollment and academic reporting, which caused some unwanted confusion in disaggregating enrollment and achievement data on standardized scores.

In order to increase student engagement and achievement, San Juan High School has focused its instructional methods on Project Based Learning, designed by the Buck Institute of Education, and Career Technical Education pathways. The school’s CTE pathways include Culinary/Bakery, Innovation Design, Media/TV Occupations, Automotive Technology, and Construction Technology. Freshmen are all part of a Freshman Academy that focuses on innovative design principles that provides them with the opportunity to experience each of the five pathways. San Juan’s CTE pathways provide opportunities for students to advance within the industry or obtain proficiency certifications upon completion of the course.

Once the Common Core standards are fully aligned to the school’s curriculum with Student Learning Outcomes (SLOs), PBL focused instruction and AVID program and instructional strategies, the school will then provide students with an opportunity that prepares them for college or career.

The San Juan Unified School District partnered with Advanced Path Academy to provide the high school with a credit recovery program that is located on San Juan High School campus and is now referred to as San Juan Academy (SJA). SJA is an online self-paced credit recovery program that is monitored by credentialed teachers.

This is the first year that San Juan students are eligible for concurrent enrollment with SJA providing San Juan’s students with priority registration for the 2015-2016 school year.
School's analysis of student achievement data: All students in Grades 9-11 currently take the Northwestern Educational Assessments (NWEA) MAP assessments in the Fall, Winter, and Spring. Teachers are beginning to disaggregate this data to inform instruction based on student needs. MAP data is also published on the school website as an overall comparison between various subgroups, and the district at large.

<table>
<thead>
<tr>
<th>Subgroups</th>
<th>Reading - Map Testing Grade 9</th>
<th>Math - Map Testing Grade 9</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Spring 2014 Mean score</td>
<td>Fall 2014 Mean Score</td>
</tr>
<tr>
<td>African-Am</td>
<td>211 (21 stu)</td>
<td>224 (14 stu)</td>
</tr>
<tr>
<td>Latino</td>
<td>212 (49 stu)</td>
<td>210 (52 stu)</td>
</tr>
<tr>
<td>Eng. Learner</td>
<td>206 (20 stu)</td>
<td>202 (23 stu)</td>
</tr>
<tr>
<td>White</td>
<td>200 (27 stu)</td>
<td>216 (79 stu)</td>
</tr>
<tr>
<td>Sp. Ed</td>
<td>200 (27 stu)</td>
<td>201 (28 stu)</td>
</tr>
<tr>
<td>Low SES</td>
<td>212 (109 stu)</td>
<td>213 (119 stu)</td>
</tr>
<tr>
<td>Not Low SES</td>
<td>223 (34 stu)</td>
<td>221 (36 stu)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Subgroups</th>
<th>Reading - Map Testing Grade 10</th>
<th>Math Maps Testing Grade 10</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Spring 2014 Mean score</td>
<td>Fall 2014 Mean Score</td>
</tr>
<tr>
<td>African-Am</td>
<td>No Data</td>
<td>214 (17 stu)</td>
</tr>
<tr>
<td>Latino</td>
<td>No Data</td>
<td>210 (40 stu)</td>
</tr>
<tr>
<td>Eng. Learner</td>
<td>No Data</td>
<td>200 (14 stu)</td>
</tr>
<tr>
<td>White</td>
<td>No Data</td>
<td>216 (65 stu)</td>
</tr>
<tr>
<td>Sp. Ed</td>
<td>No Data</td>
<td>201 (32 stu)</td>
</tr>
<tr>
<td>Low SES</td>
<td>No Data</td>
<td>212 (99 stu)</td>
</tr>
<tr>
<td>Not Low SES</td>
<td>No Data</td>
<td>221 (30 stu)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Subgroups</th>
<th>Reading - Map Testing Grade 11</th>
<th>Math Maps Testing Grade 11</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Spring 2014 Mean score</td>
<td>Fall 2014 Mean Score</td>
</tr>
<tr>
<td>African-Am</td>
<td>No Data</td>
<td>218 (21 stu)</td>
</tr>
<tr>
<td>Latino</td>
<td>No Data</td>
<td>215 (64 stu)</td>
</tr>
<tr>
<td>Eng. Learner</td>
<td>No Data</td>
<td>202 (23 stu)</td>
</tr>
<tr>
<td>White</td>
<td>No Data</td>
<td>220 (68 stu)</td>
</tr>
<tr>
<td>Sp. Ed</td>
<td>No Data</td>
<td>205 (27 stu)</td>
</tr>
<tr>
<td>Low SES</td>
<td>No Data</td>
<td>216 (127 stu)</td>
</tr>
<tr>
<td>Not Low SES</td>
<td>No Data</td>
<td>226 (34 stu)</td>
</tr>
</tbody>
</table>
For the 2014-2015 school year, 9th graders showed the some inconsistent gains in both Reading and Math, except for the African American subgroup that decreased by -5 points from 224 to 219 and 231 to 230 in Math. Tenth grade assessment showed all groups declining by as much as -6 points except for English Learners who increased their mean score by 1 from 200 in the Fall to 201 in the Spring. Each of the tenth grade subgroups rose in math except the Socioeconomically Disadvantaged (SES) subgroup, which declined by -5. The 11th grade showed an increase in scores with the exception being African American students where Fall mean scores were 218 and Spring mean scores were 213. In Math the eleventh grade scores shows an increase with the exception of African American students which declined from 225 to 223. All groups of 12th grade showed an increase or maintained scores from the 2014-2015 school year 2015. Latino, White, and low SES students did not show growth in mean scores while English Learners, and Special education students did. The White subgroup regressed by -16 points from 235 in the Fall to 219 in the spring.

CAHSEE

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percent of Students Scoring at Proficient or Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts</td>
<td>34</td>
</tr>
<tr>
<td>Mathematics</td>
<td>38</td>
</tr>
</tbody>
</table>

CAHSEE by Student Group

<table>
<thead>
<tr>
<th>Subject</th>
<th>Language Arts</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Percent Not Proficient</td>
<td>Percent Proficient</td>
</tr>
<tr>
<td>All Students in the LEA</td>
<td>41</td>
<td>24</td>
</tr>
<tr>
<td>All students at the school</td>
<td>72</td>
<td>16</td>
</tr>
<tr>
<td>Male</td>
<td>69</td>
<td>19</td>
</tr>
<tr>
<td>Female</td>
<td>75</td>
<td>12</td>
</tr>
<tr>
<td>Black or African American</td>
<td>67</td>
<td>24</td>
</tr>
</tbody>
</table>
Students not passing the CAHSEE assessment were provided with a support CAHSEE class to assist them in meeting the exam standards as well as the school's graduation requirement. However, over the last three years, there was a decrease in the percent of students scoring proficient and advanced in both ELA and mathematics. With the test no longer available as of October 2015, students not passing the test no longer are held accountable to the CAHSEE graduation requirement.

### Adequate Yearly Progress (AYP) Overall and by Criteria for 2014-2015

<table>
<thead>
<tr>
<th>AYP Criteria</th>
<th>School</th>
<th>District</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Made AYP Overall</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Met Participation Rate: English-Language Arts</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Met Participation Rate: Mathematics</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Met Percent Proficient: English-Language Arts</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Met Percent Proficient: Mathematics</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Met attendance Rate</td>
<td>NA</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Met Graduation Rate</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

### 2014-2015 California Assessment of Student Performance and Progress (CAASPP) - Students meeting or exceeding the State Standards

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percent of Students Meeting or Exceeding the State Standards (Grades 11)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
</tr>
<tr>
<td>English Language Arts/Literacy</td>
<td>27</td>
</tr>
<tr>
<td>Mathematics-Grade 11</td>
<td>11</td>
</tr>
<tr>
<td>CST Science: Grades 10</td>
<td>30</td>
</tr>
</tbody>
</table>

### Three Year Comparison

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>CST Science: Grades 10</td>
<td>NA</td>
<td>33</td>
<td>61</td>
<td>60</td>
<td>30</td>
<td>57</td>
<td>56</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English Language Arts: Grade 11</td>
<td>NA</td>
<td>Pilot Test</td>
<td>27</td>
<td>42</td>
<td>44</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>NA</td>
<td>Pilot Test</td>
<td>11</td>
<td>32</td>
<td>33</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Language Arts:  Grade 11 2014-2015 California Assessment of Student Performance and Progress (CAASPP) Results by Student Group

<table>
<thead>
<tr>
<th>Student Group</th>
<th>Number of Students</th>
<th>Percent of Students</th>
<th>Percent of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Enrolled</td>
<td>Tested</td>
<td>Percent Tested</td>
</tr>
<tr>
<td>All Students</td>
<td>211</td>
<td>198</td>
<td>93.8</td>
</tr>
<tr>
<td>Male</td>
<td>115</td>
<td>112</td>
<td>53.1</td>
</tr>
<tr>
<td>Female</td>
<td>96</td>
<td>86</td>
<td>40.8</td>
</tr>
<tr>
<td>Black or African American</td>
<td>24</td>
<td>24</td>
<td>11.4</td>
</tr>
<tr>
<td>Am. Indian or Al. Native/HI or Pac Isl.</td>
<td>3 / 1</td>
<td>3 / 1</td>
<td>1.4 / 0.5</td>
</tr>
<tr>
<td>Asian / Filipino</td>
<td>5 / 3</td>
<td>5 / 2</td>
<td>2.4 / 0.9</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>80</td>
<td>77</td>
<td>36.5</td>
</tr>
<tr>
<td>White</td>
<td>94</td>
<td>86</td>
<td>40.8</td>
</tr>
<tr>
<td>Socioeconomically Disadv.</td>
<td>133</td>
<td>127</td>
<td>60.2</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>29</td>
<td>28</td>
<td>13.3</td>
</tr>
</tbody>
</table>

The Language Arts CAASPP results for 11th grade show the female population scored the highest with 39% meeting or exceeding the standard, while the male (18%) and the African American males (21%) scored the lowest.

### Mathematics: 2014-2015 Grade 11 California Assessment of Student Performance and Progress (CAASPP) Results by Student Group

<table>
<thead>
<tr>
<th>Student Group</th>
<th>Number of Students</th>
<th>Percent of Students</th>
<th>Percent of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Enrolled</td>
<td>Tested</td>
<td>Percent Tested</td>
</tr>
<tr>
<td>All Students</td>
<td>211</td>
<td>199</td>
<td>94.3</td>
</tr>
<tr>
<td>Male</td>
<td>115</td>
<td>111</td>
<td>52.6</td>
</tr>
<tr>
<td>Female</td>
<td>96</td>
<td>88</td>
<td>41.7</td>
</tr>
<tr>
<td>Black or African American</td>
<td>24</td>
<td>24</td>
<td>11.4</td>
</tr>
<tr>
<td>Am. Indian or Al. Native/HI or Pac. Is.</td>
<td>3 / 1</td>
<td>3 / 1</td>
<td>1.4/0.5</td>
</tr>
<tr>
<td>Asian/Filipino</td>
<td>5 / 3</td>
<td>5 / 2</td>
<td>2.4 / 0.9</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>80</td>
<td>77</td>
<td>36.5</td>
</tr>
</tbody>
</table>
Students demonstrate lower achievement in math. The highest performing subgroup shown in the chart above was the Hispanic students showing 15% met or exceeded the standard. The lowest scoring groups were Students with Disabilities and the African American subgroup with 0% meeting or exceeding the standards.

**Science: 2014-2015 California Standards Test Results by Student Group Grade 10**

<table>
<thead>
<tr>
<th>Student Group</th>
<th>Number Enrolled</th>
<th>Number Tested</th>
<th>% Tested</th>
<th>Far Below Basic</th>
<th>Below Basic</th>
<th>Basic</th>
<th>Proficient</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students in the LEA</td>
<td>3,754</td>
<td>3,462</td>
<td>92.2</td>
<td>9</td>
<td>10</td>
<td>24</td>
<td>28</td>
<td>26</td>
</tr>
<tr>
<td>All Students in School</td>
<td>163</td>
<td>152</td>
<td>93.3</td>
<td>20</td>
<td>19</td>
<td>31</td>
<td>20</td>
<td>10</td>
</tr>
<tr>
<td>Male</td>
<td>88</td>
<td>85</td>
<td>96.8</td>
<td>22</td>
<td>12</td>
<td>32</td>
<td>18</td>
<td>6</td>
</tr>
<tr>
<td>Female</td>
<td>75</td>
<td>67</td>
<td>89.3</td>
<td>188</td>
<td>28</td>
<td>30</td>
<td>18</td>
<td>6</td>
</tr>
<tr>
<td>Black or African American</td>
<td>25</td>
<td>23</td>
<td>92.0</td>
<td>9</td>
<td>22</td>
<td>52</td>
<td>17</td>
<td>0</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>2</td>
<td>2</td>
<td>100</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Asian</td>
<td>3</td>
<td>3</td>
<td>100</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>48</td>
<td>47</td>
<td>97.9</td>
<td>26</td>
<td>19</td>
<td>34</td>
<td>15</td>
<td>6</td>
</tr>
<tr>
<td>Nat. Hawaiian or Pac. Islander</td>
<td>1</td>
<td>1</td>
<td>100</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>White</td>
<td>82</td>
<td>76</td>
<td>92.7</td>
<td>26</td>
<td>19</td>
<td>34</td>
<td>15</td>
<td>6</td>
</tr>
<tr>
<td>Socioeconomically Disadvantaged</td>
<td>113</td>
<td>107</td>
<td>94.7</td>
<td>22</td>
<td>20</td>
<td>34</td>
<td>16</td>
<td>8</td>
</tr>
<tr>
<td>English Learners</td>
<td>20</td>
<td>19</td>
<td>95</td>
<td>58</td>
<td>21</td>
<td>16</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>34</td>
<td>29</td>
<td>85.3</td>
<td>48</td>
<td>21</td>
<td>10</td>
<td>14</td>
<td>7</td>
</tr>
</tbody>
</table>
Based on the last examination of CSTs in 2012-2013 school year, San Juan showed proficiency growth in all core content areas, even though the school’s performance outcome was below the district and state averages. The proficiency scores in science for the 2013-2014 remained consistent between 32-35% in all subgroups except English Learners and Special Education Students.

In 2014-2015 the students of San Juan took the California Assessment of Student Performance and Progress (CAASPP) for the first time scoring at proficient or advanced for the three tested subjects (ELA, math, and social science) increasing by an average of 7% over 3 years. Even with the 7% growth, the district scores and state averages have consistently been higher than the rates produced by San Juan students.

With only having one year of CAASPP scores to analyze, San Juan students are showing proficiency at roughly the same levels as before relative to their peers in the district and statewide.

**College SAT: UC/CSU Course Measure (Students meeting CSU/UC Admission)**

<table>
<thead>
<tr>
<th>CSU/UC Course Measure</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015-2016 Students Enrolled in Courses Required for CSU/UC Admission</td>
<td>639</td>
<td>89.12</td>
</tr>
<tr>
<td>2014-2015 Graduates Who Completed All Courses Required for CSU/UC Admission</td>
<td>27</td>
<td>18.24</td>
</tr>
<tr>
<td>2013-2014 Graduates Who Completed All Courses Required for CSU/UC Admission</td>
<td>31</td>
<td>21.38</td>
</tr>
<tr>
<td>2012-2013 Graduates Who Completed All Courses Required for CSU/UC Admission</td>
<td>26</td>
<td>18.84</td>
</tr>
</tbody>
</table>

Source: San Juan 2014-2015 School Accountability Report Card

**College SAT:**

<table>
<thead>
<tr>
<th>Year</th>
<th>Critical Reading</th>
<th>Math</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-2015</td>
<td>414</td>
<td>449</td>
<td>420</td>
</tr>
<tr>
<td>2013-2014</td>
<td>497</td>
<td>513</td>
<td>487</td>
</tr>
<tr>
<td>2012-2013</td>
<td>426</td>
<td>472</td>
<td>455</td>
</tr>
<tr>
<td>2011-2012</td>
<td>458</td>
<td>456</td>
<td>435</td>
</tr>
</tbody>
</table>

**D/F Listing by Course Category**

<table>
<thead>
<tr>
<th></th>
<th>African American</th>
<th>Homeless</th>
<th>Special Education</th>
<th>English Learners</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education</td>
<td>14%</td>
<td>9%</td>
<td>15%</td>
<td>6%</td>
<td>86%</td>
</tr>
<tr>
<td>Economics</td>
<td>12%</td>
<td>6%</td>
<td>30%</td>
<td>6%</td>
<td>21%</td>
</tr>
<tr>
<td>Government</td>
<td>13%</td>
<td>7%</td>
<td>40%</td>
<td>14%</td>
<td>10%</td>
</tr>
<tr>
<td>English CSU</td>
<td>20%</td>
<td>13%</td>
<td>19%</td>
<td>11%</td>
<td>52%</td>
</tr>
<tr>
<td>Non-Academic</td>
<td>27%</td>
<td>14%</td>
<td>25%</td>
<td>4%</td>
<td>35%</td>
</tr>
</tbody>
</table>

According to the grade tracking of Ds and Fs by the Small Learning Communities (SLCs), the following data has been obtained as of February 2016: 80% of all students currently enrolled at San Juan High
School are on the D/F list; Homeless students make up 9% of the D/F list; African-American students make up 15% of the D/F list; EL students make up 11% of the D/F list; Special Education students make up 17% of the D/F list

**Attendance Percentage Schoolwide: Attendance Rates:**

<table>
<thead>
<tr>
<th></th>
<th>1st Semester Attendance</th>
<th>3rd Quarter Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-2013</td>
<td>92.47%</td>
<td>90.53%</td>
</tr>
<tr>
<td>2013-2014</td>
<td>92.47%</td>
<td>91.14%</td>
</tr>
<tr>
<td>2014-2015</td>
<td>94.26%</td>
<td>92.80%</td>
</tr>
<tr>
<td>2015-2016</td>
<td>93.33%</td>
<td>93.86%</td>
</tr>
</tbody>
</table>

San Juan High School has enacted several attendance reward and recognition systems to promote student attendance. Based on the attendance chart above, attendance has improved in each 3rd quarter attendance except for the current year attendance is showing a slight rise by less than 1%. Even though there is a 3% improvement within the 4-year shown.

**Student Enrollment by group**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Black or African Am.</td>
<td>13.1</td>
<td>10.7</td>
<td>12.6</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>1.1</td>
<td>1.7</td>
<td>0.4</td>
</tr>
<tr>
<td>Asian</td>
<td>2.8</td>
<td>2.7</td>
<td>2.3</td>
</tr>
<tr>
<td>Filipino</td>
<td>0.8</td>
<td>1.1</td>
<td>0.5</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>32.4</td>
<td>32.3</td>
<td>35</td>
</tr>
<tr>
<td>Native Hawaiian or Pacific Islander</td>
<td>1.4</td>
<td>1.4</td>
<td>1.2</td>
</tr>
<tr>
<td>White</td>
<td>47.0</td>
<td>48.5</td>
<td>45.8</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>1.2</td>
<td>1.7</td>
<td>0</td>
</tr>
<tr>
<td>Socioeconomically Disadvantaged</td>
<td>71.7</td>
<td>70.8</td>
<td>67</td>
</tr>
<tr>
<td>English Learners</td>
<td>13.8</td>
<td>14.2</td>
<td>16.4</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>17.9</td>
<td>15</td>
<td>20</td>
</tr>
<tr>
<td>Foster Youth</td>
<td></td>
<td>1.7</td>
<td></td>
</tr>
</tbody>
</table>

Student enrollment data has shown decreases in all areas except for the Hispanic or Latino subgroup and English Learners which both increased by 2.6 percent during the previous three years. Despite the student reduction in these populations, the school remains a very culturally diverse student body.

**EL/LEP Population: Students Meeting CELDT Criterion 2015-2016**

<table>
<thead>
<tr>
<th></th>
<th>9th</th>
<th>10th</th>
<th>11th</th>
<th>12th</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Students</td>
<td>9</td>
<td>6</td>
<td>8</td>
<td>6</td>
<td>29</td>
</tr>
<tr>
<td>Percent of Students</td>
<td>30</td>
<td>25</td>
<td>24</td>
<td>19</td>
<td>25</td>
</tr>
<tr>
<td>Number Tested</td>
<td>30</td>
<td>24</td>
<td>33</td>
<td>31</td>
<td>118</td>
</tr>
</tbody>
</table>
Table: 2013-14 CELDT (Annual Assessment Results)

<table>
<thead>
<tr>
<th>Grade</th>
<th>#</th>
<th>%</th>
<th>#</th>
<th>%</th>
<th>#</th>
<th>%</th>
<th>#</th>
<th>%</th>
<th>#</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>4</td>
<td>9</td>
<td>38</td>
<td>10</td>
<td>42</td>
<td>3</td>
<td>13</td>
<td>1</td>
</tr>
<tr>
<td>10</td>
<td>2</td>
<td>7</td>
<td>9</td>
<td>33</td>
<td>11</td>
<td>41</td>
<td>3</td>
<td>11</td>
<td>2</td>
</tr>
<tr>
<td>11</td>
<td>3</td>
<td>14</td>
<td>5</td>
<td>24</td>
<td>7</td>
<td>33</td>
<td>2</td>
<td>10</td>
<td>4</td>
</tr>
<tr>
<td>12</td>
<td>4</td>
<td>15</td>
<td>9</td>
<td>35</td>
<td>7</td>
<td>27</td>
<td>1</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>10</td>
<td>32</td>
<td>33</td>
<td>35</td>
<td>36</td>
<td>9</td>
<td>9</td>
<td>12</td>
</tr>
</tbody>
</table>

Table: 2014-2015 CELDT Initial and Annual Assessment Results

<table>
<thead>
<tr>
<th>Grade</th>
<th>No. Tested</th>
<th>Advanced</th>
<th>Early Advanced</th>
<th>Intermediate</th>
<th>Early Intermediate</th>
<th>Beginning</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 Initial</td>
<td>6</td>
<td>0</td>
<td>0%</td>
<td>1</td>
<td>17%</td>
<td>0</td>
</tr>
<tr>
<td>9 Annual</td>
<td>24</td>
<td>1</td>
<td>4%</td>
<td>8</td>
<td>33%</td>
<td>6</td>
</tr>
<tr>
<td>10 Initial</td>
<td>4</td>
<td>0</td>
<td>0%</td>
<td>0</td>
<td>0%</td>
<td>0</td>
</tr>
<tr>
<td>10 Annual</td>
<td>20</td>
<td>0</td>
<td>0%</td>
<td>6</td>
<td>30%</td>
<td>8</td>
</tr>
<tr>
<td>11 Initial</td>
<td>9</td>
<td>33</td>
<td>9.0%</td>
<td>1</td>
<td>11%</td>
<td>0</td>
</tr>
<tr>
<td>11 Annual</td>
<td>24</td>
<td>0</td>
<td>0%</td>
<td>8</td>
<td>33%</td>
<td>10</td>
</tr>
<tr>
<td>12 Initial</td>
<td>4</td>
<td>2</td>
<td>6.0%</td>
<td>0</td>
<td>0%</td>
<td>1</td>
</tr>
<tr>
<td>12 Annual</td>
<td>27</td>
<td>2</td>
<td>7.0%</td>
<td>5</td>
<td>19%</td>
<td>12</td>
</tr>
<tr>
<td>Total Initial</td>
<td>23</td>
<td>6</td>
<td>5.0%</td>
<td>2</td>
<td>9.0%</td>
<td>1</td>
</tr>
</tbody>
</table>

According to the 2014-2015 CELDT data monitored through October 21, 2015:
52% of students demonstrate no change/progress in their proficiency level
23% of students have gone up at least one level, and
12% of students have gone down one proficiency level.
66% total of EL are classified as Long Term English Learners (LTEls) as of September 18, 2015

San Juan has increased focus on instructional strategies for English Learners and Special Education students through hiring a new ELD coordinator; use of co-teaching classroom models; and inclusion of enhanced supportive technology in the classroom. CELDT assessment analysis of 2014-2015 shows large numbers of students in the Intermediate and Early Advanced stages of English acquisition. Through the school’s focus on vocabulary development.

**Faculty/Staff Credentialing:**

<table>
<thead>
<tr>
<th>Teachers</th>
<th>2013-2014</th>
<th>School</th>
<th>2014-2015</th>
<th>District</th>
</tr>
</thead>
<tbody>
<tr>
<td>With Full Credential</td>
<td>38</td>
<td>35</td>
<td>36</td>
<td>1,840</td>
</tr>
<tr>
<td>Without Full Credential</td>
<td>3</td>
<td>2</td>
<td>4</td>
<td>28</td>
</tr>
</tbody>
</table>
The high school staff consists of 3 administrators, 2 full time counselors, 32 full time teachers, 5 full time special education teachers, 3 bilingual instructional assistants, 4 paraprofessionals serving the special education department, 1 full time psychologist, 1 part time speech and language therapist, and 1 full time media/librarian.

### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-2015)

<table>
<thead>
<tr>
<th>Location of Classes</th>
<th>Percent of Classes in Core Academic Subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Taught by Highly Qualified Teachers</td>
</tr>
<tr>
<td>San Juan High School</td>
<td>70.4</td>
</tr>
<tr>
<td>All Schools in District</td>
<td>88.3</td>
</tr>
<tr>
<td>High-Poverty Schools in District</td>
<td>86.6</td>
</tr>
<tr>
<td>Low-Poverty Schools in District</td>
<td>97.0</td>
</tr>
</tbody>
</table>

**Source: 2014-2015 School Accountability Report Card**

According to the school’s Accountability Report Card High-Poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program. In 2014-15 San Juan High School reported that approximately 67% of their students are on the National School Lunch Program.

### Class Size

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Avg. Class size</td>
<td>Classroom Enrollment</td>
<td>Avg. Class size</td>
</tr>
<tr>
<td>English</td>
<td>18</td>
<td>20</td>
<td>18</td>
</tr>
<tr>
<td>Mathematics</td>
<td>17</td>
<td>19</td>
<td>12</td>
</tr>
<tr>
<td>Science</td>
<td>21</td>
<td>18</td>
<td>12</td>
</tr>
<tr>
<td>Social Science</td>
<td>19</td>
<td>16</td>
<td>8</td>
</tr>
</tbody>
</table>

**Source: 2014-15 School Accountability Report Card**

### School Climate: Suspensions and Expulsions

<table>
<thead>
<tr>
<th></th>
<th>School</th>
<th>District</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suspensions</td>
<td>22.64</td>
<td>27.81</td>
<td>9.48</td>
</tr>
<tr>
<td>Expulsions</td>
<td>0.46</td>
<td>0</td>
<td>0.34</td>
</tr>
</tbody>
</table>

Suspension rates at San Juan have seen a significant drop during the 2014-2015 year with a 9.48 percent compared to the rise in suspensions in 2013-2014 school year with a high of 27.81 percent. Expulsions rates also dropped in 2014-2015 school year. The school continues to rank above the district and state percentages in both suspensions and expulsions. The school believes that large drop in suspension rate is caused by the Restorative Justice Program and the Peer Review program. The
Restorative Justice Practice is designed to assist students to take responsibility for actions both independently and as part of a team. This program aims at personal and academic growth. Peer Judicial Panel provides students with consequences when students violate school rules. Both of these programs give back control to the students, which has caused students to take ownership of their actions.

**Graduation Rate and Dropout Rates:**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Dropout Rate</td>
<td>20.10</td>
<td>37.80</td>
<td>26.70</td>
<td>10.50</td>
<td>10.40</td>
<td>9.60</td>
<td>13.10</td>
<td>11.40</td>
<td>11.50</td>
</tr>
<tr>
<td>Graduation Rate</td>
<td>60.68</td>
<td>56.0</td>
<td>59.52</td>
<td>80.57</td>
<td>80.85</td>
<td>81.60</td>
<td>78.87</td>
<td>80.44</td>
<td>70.95</td>
</tr>
</tbody>
</table>


**Advanced Placement Results:**

<table>
<thead>
<tr>
<th></th>
<th>English Lang/Comp</th>
<th>English Lit Comp</th>
<th>US History</th>
<th>Calculus AB</th>
<th>Biology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number Enrolled</td>
<td>31</td>
<td>9</td>
<td>30</td>
<td>11</td>
<td>16</td>
</tr>
<tr>
<td>Number of Exams</td>
<td>29</td>
<td>8</td>
<td>24</td>
<td>9</td>
<td>11</td>
</tr>
<tr>
<td>Average Score</td>
<td>1.5</td>
<td>2.0</td>
<td>1.7</td>
<td>1.7</td>
<td>1.5</td>
</tr>
<tr>
<td>Breakdown by Scores</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>English Lang/Comp</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>17</td>
<td>19</td>
</tr>
<tr>
<td>English Lit Comp</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>17</td>
<td>1</td>
</tr>
<tr>
<td>US History</td>
<td>0</td>
<td>1</td>
<td>5</td>
<td>9</td>
<td>17</td>
</tr>
<tr>
<td>Calculus AB</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>Biology</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>3</td>
<td>7</td>
</tr>
</tbody>
</table>

In 2015, 54 students took a total of 81 Advanced Placement Examinations in the following areas: English Language & Composition, English Literature & Composition, Calculus AB, Biology and U.S. History. Advanced Placement program is open access and all students enrolled in the courses are encouraged to take the exams.

**Programs for Students:** Career Technical Education Participation

<table>
<thead>
<tr>
<th>Measure</th>
<th>CTE Program Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Pupils Participating in CTE</td>
<td>182</td>
</tr>
<tr>
<td>Percent of pupils completing a CTE Program and Earning a High School Diploma</td>
<td>17</td>
</tr>
<tr>
<td>Percent of CTE Courses Sequenced or Articulated between the School and Institutions of Postsecondary Education</td>
<td>100</td>
</tr>
</tbody>
</table>

San Juan High School has five CTE pathways: Culinary/Bakery, Innovation Design, Media/TV Occupations, Automotive Technology, and Construction Technology. San Juan Unified follows the criteria set within the Perkins Act and/or the California Partnership guidelines.

Majority of the completion data is collected through the Sacramento County Office of Education Regional Occupational Program (ROP). The school’s CTE department collects data on the number of students
moving through the approved course sequences. All career pathways lead to certification, employability, and/or further technical training. The automotive, construction, and culinary programs maintain articulation agreements with a number of local community colleges and universities, which allows completers to leave high school with college credits and a certificate/industry skill sheet or licenses. The program provides students with academic and technical knowledge and skill through integrated academic and technical instruction.

**Appropriateness of identified critical learner needs and their linkage to schoolwide learner outcomes.**

The School identified three focus areas and aligned them to the school’s Strategic Plan, Single Plan for Student Achievement, and LCAP Plan. These are identified as followed:

1. **Teaching and Learning** - employing research-based, innovative, and data-driven instructional strategies.
2. **Conditions for Learning** - designing a supportive master schedule, continue development of empowering practices for students on campus.
3. **Parent/Community Involvement** - developing resources and trainings to boost parental involvement, particularly in their ELAC community.

To support these focus areas, the school identified the following growth areas to support the schoolwide learner outcomes and move the school in the direction needed for students to become responsible citizens in today’s society.

1. Continue to focus on training and implementation in Project Based Learning
2. Develop and support programs and training that meet the specific needs of our students, i.e., culturally and socioeconomically relevant teaching.
3. Create a plan to replace aging or insufficient technology resources.
4. Better prepare students with the skills necessary for success on Common Core State Standards, Smarter Balanced Assessments, and Next Generation Science Standards.
5. Increase the effectiveness of parent and community outreach

Each of the school identified Growth Areas focus on using 21st Century skills to encourage collaboration, critical thinking, and self-directed learning through the planning structure of PBL lessons. PBL units allow teachers to act as coach and/or facilitator providing students with critical thinking skills, becoming collaborative workers, quality producers, and community contributors as well as effective communicators.

**Comment on significant findings revealed by the profile and/or pertinent data that were not included in the profile.**

The school’s self-study was absent of various disaggregated information allowing an analysis of student achievement. The Self-Study reported and throughout the visit the school identified the use of “innovative strategies”, “instructional strategies”, “best practices” without providing an explanation of what those strategies or practices would represent.
Chapter II: Progress Report

Since the last self-study:
San Juan High School has undergone some significant changes since the last WASC self-study process completed in 2009-2010. Specific examples are as follows:

- The school has experienced turn-over in site level Administration staff members (2 new vice principals and 1 principal).
- Various Certificated staff members (20) have been hired due to teacher retirements, resignations, or non-reelections.
- The on-site credit recovery academy is open to San Juan students for the first time.
- Special Education students are now being pushed into general education courses.
- Complete total school renovation completed. Renovations supported by local bond measure.
- Developed a team of students and staff to form the Safe and Supportive School Team
- 2011-2012 launched the Students for Radical Change Program, which focused on creating a collaborative atmosphere with students regarding the rules governing them, empowering students to lead and creating a system where students are accountable to themselves and others.
- The Safe and Supportive School Team and the Students for Radical Change Program brought onto campus the Peer Judicial Panel to the school’s culture
- Restorative Justice Program was brought on campus to promote positive relationships and peer conflict resolution on campus.
- The Parent Teacher Student Organization (PTSO) was developed to create a forum for parents to support student learning.
- A Family and Community Resource Room was created with easy access from the visitors’ parking lot.
- Increase in CTE Pathways adding Catering course
- Various professional development opportunities have been offered (Common Core, technology, AVID, ELL, ROP, PBL, among others.

The Follow-up Process:
The following areas were targeted in the 2010 for school/program improvement and areas for follow-up:

1. Clarify and specify more accurate timelines, calendars and activities for action plan goals.
Specific action plans from the 2009-2010 WASC visit have not had the follow through intended due to the major shifts in staffing and the master schedule.

In 2013 Mid-Term Report the VC reported problems between the new eight period alternating block schedule not allowing for collaboration time, lacked time to fully institute an Advisory period and put into place the planned Small Learning Communities as anticipated by the 2010 WASC Visiting Committee. Since the 2010 visit, the school has experienced three different master schedules from a standard six period, to an alternating eight period block to the current seven period block. The school continues to massage the schedule to best meet the needs of its teachers by offering common planning time and collaboration time. With the current schedule, students have more access to pathways, CTE courses, and Academies, AVID and interventions. Teachers have two collaboration/prep period for SLC, and common prep time in several departments.

Since the implementation of the LCAP timelines, calendars and activities for specifying more accuracy and details to the action plan goals are made possible.

Target Meet
2. The need to refocus on students in Project Based Learning, Achievement, Advisory Goals through affirmative action statements that clarify how learning will result from specific actions.

In 2012 the school planned to return to the original “academy” model designed to promote Problem-Based Learning through the integration of CTE in all core classes and provide appropriate interventions. Through administrative and staff decisions the academy model was redirected based on intervention. Grade level SLCs primary focus was intervention with the hope of integrating CTE contents where flexible.

In 2014-15 the “academy” model designed to promote Problem-Based Learning was returned to its original intent infused with Career Technical Education pathways. Through Common Core alignment and PBL focused instruction, the school’s goal is to have all students’ college and/or career ready through mastery of the Student Learner Outcomes and the 21st Century Skills

**Target Met**

3. Increase the use of data to drive and modify instruction.

A new principal and leadership was in place in 2011-2012 and again in 2015-2016 putting focus on data analysis through common departmental assessments and Instructional Rounds. Staff received two days training on creating quality common formative and summative assessments in the fall of 2011 and two day follow-up training the preceding years. Teachers received training on the use of WestEd’s Comprehensive Assessment Report, Data Teams and Common Formative Assessment. The school currently uses MAP Assessments, California Regional Assessments, and formative and summative data to provide data to teachers and administration to inform instructional decisions. Based on data analysis, academic gains have not remained consistent and intervention continues to remains a priority.

The need for data driven decisions has been a common concern and theme throughout previous WASC Reports and continues to be a main focus of the school.

**Target partially met**

4. Increase opportunities for collaboration among teachers within the master schedule for curriculum and assessment.

In spring of 2012 the school began discussing the 2012-2013 Master Schedule to address implications based on the school’s data. Through the collaborative process the staff discussed returning to a seven period day and adjusting the Master Schedule to allow for options for credit recovery to keep students attending New San Juan.

The 2015-2016 schedule consisted of a 9th grade Academy, increased collaboration time been for core teachers through common preps, common planning time was created for English and Social Science at the junior and senior levels. Each teacher is given a 2nd Period of prep-collaboration daily to meet within teams or with other teams to discussing curriculum, or meet with their same grade level, Seventy-five minutes per week are dedicated to staff collaboration and training planned by site leadership teams.

**Target Met**

2013 Mid-Term Visiting Committee Report

1. Improve student connection to school and learning communities.

A few models of small learning academies have been employed. The SLAs have strengthened students and teacher relationships, allowed staff to build strong interdisciplinary PBL units for the purpose of creating relevance, and providing more intense interventions. These models have operated with varying degrees of success.
The school implemented two programs to empower student leadership through the Restorative Justice Program and Peer Judicial Panel. Through analyzing students performance data the VC believes that more work is needed in this area especially the connection to the learning communities.

**Target partially met**

2. **Increase student engagement and achievement through improved pedagogy**
Not all of the school's instructional staff has been trained to plan, develop and instruct PBL lessons. The self-study reported that many teachers wanted a review or continue staff development in this area. The school uses Richard Elmore’s model of Instructional Rounds for academic development that provides each academic department with critical feedback of student participation and a self-identified problem of practice. The school identified this as an area of growth and the VC agrees that the staff, especially the new staff members, need continued staff development in pedagogy of PBL and Common Core to be highly effective.

**Target partially met**

3. **Improve student achievement and test scores to meet AYP and API targets.**
Since the CST has been replaced with the California Assessment of Student Performance and Progress (CAASPP) student scores are behind the district and state scores. The school has shown some growth, but needs to continue to focus on raising the student achievement and test scores.

**Target not met**

4. **Increase college readiness for all students**
In 2010-2011 only 10% were graduating students UC/CSU qualified. In 2011-2012 the school went to eight period day to ensure that students will be a-g eligible. All freshmen were enrolled in an AVID class to motivate students to maintain a college bound track. In the 2013-2014 18% of the graduates met the a-g requirements. AVID is offered to 9th - 12th grades

**Target continued**

5. **Improve graduation rate**
The 2015 graduation rate was 70.95% with a dropout rate of 11.5%. The school needs to continue to work toward improving their graduation and dropout rates. The school is currently mainstreaming special education students and adopting the push-in and co-teaching special education model exposing students to a more rigorous curriculum. They offer an online credit recovery program that can be accessed outside the school day and on the campus. This will increase the number of students who meet graduation requirements. The reduction of graduation credits to 220 starting the 2015-2016 school year caused by changing the master schedule from an eight period day to a seven period day.

**Target not met**

6. **Increase opportunity for program certification.**
The school has increased their CTE Pathways that will allow students the opportunity for program certifications. The following certification and articulations through CTE include: Engineering - Energy Courses at ARC; Automotive - ARC articulation (14 units), Sierra College (2 units) Wyotech, UTI articulation, ROP certification, NATEF/ASE certification; Construction - 2 + 2 articulation with Sierra College, NCCER National Certification, ROP certification, ARC pre-apprenticeship; Digital Arts - Apple final Cut Pro Certification, ROP Certification; Culinary Arts - Articulation with Johnson and Wales University and The Culinary Institute of America. Certification from the National Restaurant Association, ProStart Certificate of Achievement, ServSafe Food Safety and Management Certificate, and California Food Handler Card

**Target met.**
Critical Areas of Growth (CAG) to be continued:

**CAG 2010** - Continue the use of data to drive and modify curriculum and instruction. (To move the school forward, the Visiting Committee believes that this critical area be continued to include curriculum when data is used to modify instruction.)

**CAG2013** - Improve student connection and learning communities

**CAG2013** - Increase student engagement and achievement scores through improved pedagogy to meet the District and State Averages on the CAASPP (Number 2 and 3 combined)

**CAG2013** - Increase graduation rates and college readiness for all students (Numbers 4 and 5 combined)

**Chapter III: Self-Study Process**

**Schoolwide Learner Outcomes:**

**Collaborative Worker**
- Contributes to a group
- Encourages other group members

**Critical Thinker**
- Selects appropriate resources to gather information
- Questions, analyzes, synthesizes and evaluates gathered information
- Selects, monitors, and adjusts problem solving strategies
- Considers alternatives and makes decisions

**Quality Producer/Performer**
- Initiates and follows through with ideas
- Creates a product
- Sets standards for quality
- Evaluates and adjusts work
- Documents work in progress

**Effective Communicator**
- Conveys significant messages, ideas, thoughts, feelings, and beliefs to others through various methods
- Demonstrates understanding of written, auditory, and visual materials
- Listens and responds to messages and other cues

**Community Contributor**
- Abides by the rules, laws, and regulations written for the school and the community
- Demonstrates respect for self and others

**Self-Directed Learner**
- Sets goals
- Monitors, adjusts, and documents work in progress
- Takes responsibility for own success

**Mission and Vision**
San Juan High School stakeholders redesigned its mission statement during the 2013-2014 school year. Our revised mission statement is as follows:
“Utilizing innovation and collaboration, San Juan High School's mission is to educate and empower each student to compete and thrive in our ever-changing society, achieving beyond their academic and personal goals, through high quality, college preparatory instruction within cutting-edge career pathways and by strengthening our diverse alliance of students, staff, families, and community in a safe and enriched environment.”

**The Vision Statement:**
The school does not currently have a vision statement although the self-study references it several times in their self study.

**The school’s self-study process with respect to the expected outcomes of the self-study.**

1. **The involvement and collaboration of all staff and other stakeholders to support student achievement**

The Fall of 2014, Focus Groups were re-created meeting. Each year new staff were appointed to a focus group. The Leadership Team refined the teams as well as areas of instruction and support that provided Focus Groups data to analyze within each area.

The visit showed that many staff members were unaware of the Self Study process relating the verbiage confusing and often times not knowing what was expected of them. The focus group and other stakeholders determined it important that the Student Outcomes guide curriculum and instruction and must align with CCSS. The process stalled during the months of December through February 2016.

The Student Outcomes have remained the same as was reported in the 2010 WASC Report. In comparing the two reports, the 2016 version had one minor preposition change.

The school had difficulty delivering the Self Study to the WASC Visiting Team as directed by WASCs timeline. A draft copy of the report was emailed to the visiting committee six weeks before the visit to preview the self-study and begin the visiting committees work. The final Self-Study was issued three weeks before the VC visit to the WASC Lead in digital format which was forwarded to the visiting team and to the WASC Office. The school was immediately notified that pertinent information was missing from the report. The school responded with an amended final Self Study report two weeks before the visit that continued to lack vital information and details.

As noted in the 2010 VC Report and again in the 2013 Report, the concerns stated in the two previous reports dating back to 2002 remain the same. While it was noted that the areas of growth left by the two previous committees are still pertinent today. Many of the school's long term goals remain the same today, such as improved parent-student access and connections, designing and delivering standards based curriculum, the alignment of curriculum based on data analysis, and low achievement of student performance.

While the school continues to struggle with these long term goals, the new administration is looking forward to move the school in the direction of higher academic achievement.

**The clarification and measurement of what all students should know, understand, and be able to do through schoolwide learner outcomes and academic standards (note the selected schoolwide learner outcomes examined by the school)**

The school identifies their current schoolwide learner outcomes as 21st Century Skills. The skills are generally stated, with limited recognition of mastery of basic academic skills. While academic skills mastery may be implicit in the curriculum, it is difficult to ascertain the degree to which the school wishes or expects students to demonstrate such mastery. Currently, the school is continuing to align course curriculum with Common Core standards, Problem Based Learning and Career Technical Education which when completed will help the school determine how students demonstrate mastery and whether or
not they are truly mastering the skills. The school has identified three focus areas: 1. Teaching and learning; 2. Conditions for learning; and 3. Parent/Community Involvement.

As of current the school lacked evidence measuring the schoolwide learner outcomes to the academic standards. Examination of student’s senior project, which is a graduation requirement, measures the student competence as Effective Communicators, Critical Thinker, Quality Producer/Performer and Community Contributor.

2. The gathering and analyzing of data about students and student achievement

The school uses numerous programs to analyze student data. The APEX program allows staff to monthly evaluate student performance data to ensure students are meeting expectations. The MAPP Scores show growth from test to test breaking down student progress by individual grade level standard. The school relies on the California Department of Education and Regional Exams to receive data about students, such as California English Language Development Test, California Assessment of Student Performance and Progress, and NW Education Alliance Measure of Student Progress as well as the California English Language Test.

3. The assessment of the entire school program and its impact on student learning in relation to schoolwide learner outcomes, academic standards and ACS WASC/CDE criteria

The administration and staff reviews each data source analyzing and disaggregating in making curricular and instructional decisions as appropriate. As stated in the 2010 VC Report and the Mid-Term Report, the school has not followed through on critical needs for school improvement.

4. The alignment of a long-range action plan to the school’s areas of need; the development and implementation of an accountability system for monitoring the accomplishment of the plan.

The school’s current action plan shows that they have achieved the tasks associated to each growth area identified in the SPSA and the LCAP. The past VC Critical Areas for Follow-up were not included in the school’s action plan. The school neglected to include future growth areas found through the school’s Self Study or include continuing Critical Areas from previous WASC reports.

CATEGORY A. ORGANIZATION: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP, STAFF, AND RESOURCES

A1. Vision and Purpose Criterion

Vision – Mission – Schoolwide Learner Outcomes – Profile: San Juan High School last revised its mission statement in 2013-14, with all stakeholders participating. Stakeholders used a variety of data to craft the mission statement to incorporate their beliefs and values. They created six School-wide Learning Outcomes (SLOs): Collaborative Worker, Critical Thinker, Quality Producer/Performer, Effective Communicator, Community Contributor and Self-directed Learner which are intertwined with their PBLs.

Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes: San Juan High School’s Site Council and Leadership Team use the mission statement and SPSA goals for decision making, specifically how to allocate funds, professional development plan and instructional focus.

Understanding of Vision, Mission, and Schoolwide Learner Outcomes: San Juan High School has developed a mission statement, but currently does not have a vision statement. SLOs are communicated to all students via the school planner, posters around campus, with some teachers incorporating these skills into Project Based Learning assessments.
Regular Review and Revision: In the 2013-14 school year, San Juan High School stakeholders used data, such as attendance, D/F rates and CELDT results, to develop a mission statement to incorporate their beliefs and values regarding student growth and to be clearly aligned with the District’s mission statement. The School Site Council meets monthly to allocate appropriate funds according to the school’s SPSA and District’s LCAP.

A2. Governance Criterion
Governance Board: The Associate Superintendent who oversees the District’s nine high schools and two continuation high schools acknowledged receiving of the school’s self-study, but had not reviewed it, but did share the document with the Superintendent. In the San Juan Unified School District, Board approval of WASC self-study is not required.

Relationship of Governance to Vision, Mission, and Schoolwide Learner Outcomes: San Juan High School’s Strategic Plan team revised the school’s mission statement to align with the District’s mission statement.

Governing Board’s Involvement in the Review and Refinement: The Board of Education approves each school’s Single Plan for Student Achievement, twice a year; once in the fall and once in the spring. The San Juan staff revisits the mission annually. The beginning 2014-15 school year was the first time many staff members addressed the schools SLOs. Site Council reviews and revises the SPSA and funding allocations as necessary, on a monthly basis.

Understanding the Role of Governing Board: Parent and community members have opportunities to become involved in a variety of ways from the school site level to the district level, such as the Superintendent’s Advisory Team, San Juan’s Booster Club, and Spartan Family Club.

Professional Staff and Governing Board: The District has two main areas of Professional Development foci: Instructional Strategies and Socio-emotional Health of students. The district grants school’s discretion as to what the instructional focus will be on their site. At San Juan High School, the Leadership Team has focused its monthly professional development on curriculum development, CTE integration, student intervention, Common core Standards implementation and instructional strategies.

Board’s Evaluation/Monitoring Procedures: San Juan High School used the eight LCAP priorities to guide their development of their SPSA. The Board reviews and approves San Juan High School’s SPSA twice a year.

Complaint and Conflict Resolution Procedures: The District has a Uniform Complaint Policy. On the San Juan High School campus, there is a Restorative Justice Program, as well as a Peer Judicial Review panel to problem solve and provide student voice when establishing school policies. It was noted that many teachers are not consistently using the Restorative Justice Program and the Peer Judicial Review panel as the program is intended to correct students behaviors.

A3. Leadership: Continuous Planning and Monitoring Criterion
Broad-Based and Collaborative: San Juan High School’s planning process involves a variety of stakeholders which include, but are not limited to: parents, alumni, staff, students and community. While parents are invited to participate in providing feedback and attending school functions, there is low participation turnout. Site Council meets monthly. Monthly ELAC meetings are increasing in attendance. In addition to their prep period, faculty have a collaboration period dedicated to evaluating student performance to increase achievement towards academic standards. It was noted that the staff uses Instructional Rounds to collect data. Occurs once a year per department, staff analyze student sampling that drives the site professional development. Collaboration time is also utilized for developing instructional strategies, and curriculum building. Evidence provided shows staff meeting together with an agenda. The accomplishments of this collaboration was not evident in evidence provided.
**School Plan Correlated to Student Learning**: San Juan High School has aligned its SPSA, mission statement and Schoolwide Learner Outcomes, but there is not a consistent focus. Site Council reviews the SPSA monthly and the School Board approves the SPSA twice a year. It appears that San Juan High School is working on improving instructional strategies which will in turn improve student engagement.

**Correlation between All Resources, Schoolwide Learner Outcomes, the Single Plan for Student Achievement, and the LCAP**: Site Council allocates funds to help students achieve competency in the Schoolwide Learner Outcomes. The school receives extra funding for teachers’ collaboration period, in addition to increased Instructional Aide support in the classrooms and a Parent Liaison. San Juan also uses funds to pay for the AVID summer institute, technology support, decreased class size in English and math, mentors, and College Board tests.

**Staff Actions/Accountability to Support Learning**: In the SPSA, San Juan High School identified an on-going need to support at-risk students. Staff meet during their collaboration periods to discuss student progress and to determine next steps. Departments participate in Instructional Rounds; however staff turnover has hindered progress. Staff expresses a desire to build in an accountability system for all staff to participate in the Senior Projects and to adapt differentiated instructional strategies to make Common Core accessible to all students.

**Evaluation of Existing Processes**: San Juan High School uses its SPSA is for decision-making. The Leadership team created a three year PD plan focusing on the implementation of the Common Core. The School Leadership Team regularly solicits feedback from the staff to revise the professional development plan; according to the document provided, changes were made to the timeline based on staff feedback.

**Internal Communication and Planning**: Teachers use their weekly collaboration time for curriculum planning, CTE integration, intervention and team building. There are monthly staff meetings and School Site Council meeting once a month. All staff receive a weekly bulletin containing that week’s meeting minutes; however, the staff and parents have expressed a desire for more effective communication; at times some things appear to be “spur of the moment” changes, as opposed to being more thoughtful and planned.

**A4. Staff: Qualified and Professional Development Criterion**

**Qualifications and Preparation of Staff**: Human Resources screen all teacher candidates to ensure that they are highly qualified. San Juan High School currently has one non-highly qualified teacher, three interns and one long-term sub in the Library Media position. Staff participates in trainings as required by the District. Teachers at San Juan High School have an additional 18 hours of Professional Development and receive compensation for being at a Title I School. There are six teachers who will enroll in a two-year Social Justice Program, pairing with student teachers from California State University at Sacramento.

**Staff Assignment and Preparation**: New staff members attend an orientation at the beginning of the school year and are assigned a mentor on campus. They are also encouraged to consult with other members of their department or SLC. Since San Juan High School is a Title I school, and teachers have the opportunity to opt out of returning each year. There exists a disconnect between San Juan High School and the San Juan Academy, offering APEX, an online credit recovery curriculum. Scheduling prevents teachers in the Academy from being fully involved with the professional development events and collaboration meetings of San Juan High School.

**Defining and Understanding Practices/Relationships**: San Juan continues to refine its modes of communication. Clubs, SLCs, Academies, and Pathways appear to have their own modes of communication, which can cause some confusion with parents and affect their involvement. Teachers express a desire for more effective communication, as well. Policies and operational practices are
available on the school website. In addition, the school calendar, the weekly bulletin and meeting minutes are posted online.

**Support of Professional Development:** Every Thursday is an early release day, which provides teachers with PD time. PD time has focused on curriculum development, CTE integration and student intervention. Teachers use collaboration and prep time for curriculum development, CTE integration and intervention. Teachers at San Juan High School are the only teachers in the District to have a prep and collaboration period.

**Measurable Effect of Professional Development:** The Leadership team uses test scores and teacher feedback to determine professional development effectiveness and the plan is adjusted accordingly; however, there is a need to monitor and evaluate its effectiveness in the classroom. Departments participate in instructional rounds, which serve as a critical friends group for feedback when implementing an instructional strategy. This is an area of growth, as they only occur once each time a year per department, and the San Juan faculty would like to see a more systematic use of instructional rounds because they find value in the practice.

**A5. Resources Criterion**

**Allocation Decisions:** San Juan HS’s mission and SLOs, district’s LCAP and other academic standards guide the site leadership’s decision about the allocation of funds. Site Council evaluates the allocation of funds for SPSA. Teachers report that the San Juan High School Administration is supportive of teachers’ endeavors to promote student achievement, allocating time and funds towards curricular changes and professional development, such as the new ethnic coordinator.

**Planning:** The SPSA guides decision making. Site Council meets monthly to review the SPSA and adjust funding as needed. Staff provides feedback on professional development.

**CATEGORY A: Areas of strength for Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources:**

- Cross-curricular planning occurs throughout Freshman Academy.
- CTE course sequences offer students in-depth knowledge of industry standards.
- Project-based Learning is gaining momentum in core courses.
- Solicitation of staff input for professional development frequently occurs.
- San Juan’s campus is clean and well maintained with state-of-the-art CTE facilities and equipment.

**Key issues for Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources:**

- San Juan continues to undergo high rates of teacher and administrator turnover.
- Staff and parents report a desire for increased and more effective communication.
- San Juan staff desire greater parent involvement.
- Teachers develop greater integration of CTE courses and Project Based Learning with academic core, specifically Common Core.
- The staff believes that a more systematic process is needed when using Instructional Rounds.
- Parent participation in school activities, surveys, or when needed for parent feedback is low or non-existing.
- There is lack of on-site in monitoring and evaluating professional development effectiveness in the classroom.
Important evidence from the self-study and the visit that supports these strengths and key issues include the following:

- WASC Self-Study
- Focus Group Meetings
- Meeting with District Administration
- Meeting with Parents and Community
- Meeting with Leadership Team

**CATEGORY B. STANDARDS-BASED STUDENT LEARNING: CURRICULUM**

**B1. Rigorous and Relevant Standards-Based Curriculum Criterion**

**Current Educational Research and Thinking:** In supporting the implementation of Common Core State Standards (CCSS) and to enhance the capacity of the faculty’s mindset into common core thinking, the school leadership team is participating in a book study, *How to Teach Thinking Skills in the Common Core* written by James A. Bellanca, Robin J. Fogarty, Brian M. Pete. Its focus is based on a three-phase model of explicit teaching, guided practice in content-based lessons, and authentic application in standards-based performance tasks that will strengthen students' ability to learn across the curriculum.

**Academic and College and Career-Readiness Standards for Each Area:** While the school does define academic standards and college and career readiness standards for each core area and the pathways scope and sequences courses, the staff has yet to infuse its CTE course work to integrate and support the academic standards as stated in the school's Self Study and Focus Group Meetings.

**Online courses:** The school uses APEX online program for students needing credit recovery through the San Juan Academy. All courses through APEX are "a-g" certified. The auto program offers the CDX online training to prepare the auto shop students for the shop practicum portion working toward their Auto certificate.

During the 2013-2014 school year, the Freshman Academy teachers used a Flipped Classroom Model using technology for pre-teaching activities and lessons prior to direct/collaborative instruction. This model is no longer being used due to lack of student participation and technology support at home.

**Congruence:** The Self Study does not report the school’s analysis of congruence between the skills taught, actual concepts, academic standards, and the schoolwide learning outcomes. After visiting classrooms, the Visiting Committee found congruence between the concepts and skills taught in the CTE courses, several elective courses, and Special Education classes; although, these same skills and concepts in congruence was lacking in the core courses.

Many staff members were unaware of WASC vernacular, making it difficult to elicit responses regarding their own Self-Study. It was found that a definite disconnect in what was perceived congruent to what actually is congruent is occurring on San Juan’s campus. As an example, several teachers assess Schoolwide Learner Outcomes, based upon students’ knowledge, rather than as a measurement tool of what students should know and be able to do upon project completion or graduation. The staff reported that Schoolwide Learner Outcomes were posted on the classroom walls. The Schoolwide Learner Outcomes are congruent with the Project Based Learning but this varies across content area.

**Student Work — Engagement in Learning:** The Visiting Committee found a large disconnect between student engagement and teacher instruction. As reported by students and acknowledged by several teachers, learning is self-selective, with minimal efforts at redirection from the classroom teacher to engage reluctant and or disengaged learners, so that some students are being denied equal access to learning.
Students throughout the classrooms were not challenged or provided the opportunity to demonstrate higher level thinking and problem-solving skills within the classroom. Students working individually, yet in close proximity to other students completed worksheets, word banks organizers, project reports and assessments. Instructional strategies such as think-pair-share, whiteboard, small group or large group discussions were not evidenced; therefore, students lacking engagement in class assignments was telling. Students wearing ear buds, eating, watching videos on their phone and talking during instruction was a common theme throughout many core classes.

While PBLs would lend itself to teachers as coaches, equitable questioning strategies, guided and independent practice and other teaching techniques to engage students in their own learning were not present. Majority of classrooms visited used topic questioning for those on task to call out answers without equitable participation. Instructional strategies are often limited to whole group questioning and volunteer answer.

The teacher leadership teams evaluate student work samples from Instructional Rounds in department teams during daily collaboration time and bi-monthly department meetings with the goal to identify areas of focus in department goals and as a tool to identify professional development needs. This occurs once per year per department. The Visiting Committee found that the school is at the beginning stages of alignment with CCSS.

The Self-Study lists the Schoolwide Learner Outcomes being reviewed and revised annually and that they have undergone several sessions of fine-tuning as San Juan High School has moved through the self-study process. In viewing the 2013 student outcomes provided in the 2013 WASC Mid-Term Report, the Schoolwide Learner Outcomes remained unchanged.

Departments also analyze and discuss student work when completing data team worksheets that are used to help guide instruction throughout the year. All departments are expected to complete data team worksheets.

The English department administers common essay assessments by grade level using common rubrics aligned to Common Core State Standards and the Integrated Math classes use common test items.

**Accessibility of All Students to Curriculum:** The school’s Self-Study did not address this prompt, although San Juan High School has a master schedule that provides a-g, high school graduation, and career readiness courses. San Juan’s AP courses are offered to all interested and motivated students; however, it was reported that master scheduling is a challenge for some students to access both CTE and AP.

Students reported that pathway course sequences toward a certificate locked students to where they could not move their schedule around to take a desired course the same time as the assigned pathway. An example was given by a student wanting to drop a pathway course in favor for an AP course but was told that he could not take the AP course because of the school’s goal that every student will have a certificate upon graduation. This was verified by the staff during Focus Group meetings that the goal is to have all students graduate with a certificate from the pathway chosen at the end of their freshman year. Students also reported that other students have found transferring from one pathway to another was possible, but they were re-enrolled into the introductory course having to take two-two period block classes to be able to meet the requirements of the capstone course in order to obtain their certificate.

**Integration Among Disciplines:** The school has started to integrate the CTE pathways into the core curriculum to support the core areas. Several teachers use cross-curricular units of study in their classroom, but the school recognizes this as an area of growth.

**Curricular Development, Evaluation, and Revisions:** Each teacher is provided a collaboration period plus a prep period daily allowing common meeting time, collaboration, or departmental meetings to discuss curriculum or to evaluate the current curriculum for its current usefulness in meeting the student’s
educational needs.

Student performance data provided in the Self-Study shows barriers continue to exist in curriculum and instruction as the teaching staff continues to transition to Common Core State Standards.

Based upon student achievement scores, classroom visits, students’ work samples and teachers’ instructional methods, the instructional staff would greatly benefit from a multi-prong approach in staff development to better understand how to implement Common Core standards into their project-based curriculum, pathway courses, as well as bringing a more challenging curriculum to all students regardless of their learning levels.

Policies — Rigorous, Relevant, Coherent Curriculum: Staff communicates during the required quarterly reportings with parents concerning student progress via progress reports (every 4 1/2, to 5 weeks), report cards, emails, and phone calls to those parents that have technological devices. Counselors regularly monitor students’ progress and contact parents if students are in danger of not graduating. Students reported that counselors will offer options for students at risk of not graduating to recover lost credits.

The Visiting Committee evidenced through classroom visitations, student focus groups, student work samples, and focus group meetings that there is a lack of accountability for the rigor of academic standards for all students and in all academic classrooms. Classrooms observations showed that the instructional tasks lack higher order thinking skills as required by Common Core State Standards: analyze, evaluate, interpret, or construct, for content and meaning.

Articulation and Follow-up Studies: AVID has an articulation with all local middle schools in SJUSD, providing tutoring in AVID classrooms by San Juan High AVID juniors and seniors. CTE has several articulation agreements with various colleges and community partners: Auto Tech has articulations with American River College, Sierra College, and Universal Technical Institute (UTI) to provide training and possible internships; Culinary has an articulation with Johnson and Wales, allowing students direct access to scholarships, college application, enrollment and sustainability; Construction has partnerships with ACE mentor, Org Architects Contractors Engineers, and Building Industry Association (BIA); Several CTE pathways are currently working on articulation agreements with Cal State Sacramento and Sierra College. Innovation & Design is currently working towards an articulation with Sierra College. Media Design has an articulation with American River College animation and media arts department.

B2. Access to Curriculum Criterion

Variety of Programs — Full Range of Choices: The master schedule aligns well in offering San Juan students a variety of programs to meet their interests and college and career goals, but students report that pathways can be rigid and do not always allow a full range of academic choices along with CTE courses. The Freshman Academy gives students the opportunity to explore various career pathways to courses preparing students for postsecondary education. San Juan offers college preparatory courses meeting “a-g” requirements, four years of AVID as well as introductory level and career pathway courses for career exploration as well as obtaining CTE course certificates. Counselors are working to provide four-year plans for all students upon enrollment to meet personal, career or college goals. San Juan offers an open access AP program. Special Education teachers use the “push-in” model enrolling students with current IEPs in regular education classes to support students in the least restrictive environment.

Accessibility of All Students to Curriculum: The master schedule displays many courses with a variety of selection for all students to select. These courses are open to all students with some master schedule restrictions. Many courses offered are found relevant to students.

Additional Online Instruction Prompt: The school offers Naviance as an online college and career exploration program that is used in all AVID classes and in the College and Career Center. Students enrolled in the San Juan Academy are utilizing the APEX program for credit recovery, to keep students in
their pathway and/or to accommodate master scheduling issues.

**Student-Parent-Staff Collaboration:**

Special Education caseload managers work with students and parents to create specialized learning plans/schedules that meet students’ IEP needs as well as serves their educational as well as post-secondary education and career goals. Regular SST and IEP meetings for Special Education students to monitor their progress and support decisions for their future are held with teacher and parent in attendance. San Juan’s Small Learning Communities (SLCs) at each grade level have periodic parent/teacher/student conferences not only for intervention but for recognition of high achievement. Counselors collaborate with both parents and students to create 4-year plans. San Juan offers parent and student college and financial aid information nights to help with college applications and FAFSA forms. The College & Career Center (D-3) is open daily for parents and students. A Family/Community Resource Room (B-3) has been created for collaboration and information sharing. English Language Learners are supported in their academic classes with instructional aides to assist in instruction, as well as monitored to assist in the transitioning in their levels of development.

**Monitoring/Changing Student Plans:** Counselors hold conferences to make changes to students’ learning plans. Counselor/student/parent collaborate in course selection for 4-year plan. Both students and parents have login access to Naviance where they may monitor and change personal plans. Students also have access to test prep for PSAT, SAT and AP tests through Naviance. Students require parent and teacher permission to change course schedules.

**Post High School Transitions:** The counselors work with students throughout their junior-senior year, provide seniors with a “next step” upon graduation ensuring they are beginning a job, college or the military after graduation. Counselors and teachers express a desire to track students after they leave San Juan. The school has multiple supports to assist students in their post-secondary endeavors, such as the AVID program and the American River Community College outreach that provides monthly informational meetings and services in the College-Career Center for 30-40 seniors (called ARC Mascot program), to guide students through the steps for successful college enrollment and sustainability. Chico State University has created a partnership with the school, called Pipeline through College. Juniors and seniors who are interested in attending a CSU attend field trips and informational meetings, guiding them through the steps for successful CSU application, enrollment and sustainability.

**B3. Preparation for Career and College Criterion**

**Real World Applications — Curriculum:** San Juan teachers want to provide all students access to relevant Common-Core aligned curriculum that includes real applications preparing students for college, career or life.

The Social Science Department is approaching Common Core Standards with the use of current events to connect geography and government courses. Through collaborative projects to promote the development of 21st Century skills, students use problem-based curricular lessons that are aligned to Common Core in some core classes.

The science instructors are participating in Model-Based Reasoning (MBR) curriculum designed with the Northern California Science Project, Sacramento Area Science Project, and Science in the River City programs held at University of California, Davis and California State University, Sacramento. All Biotechnology labs come to the school supported from UC Davis and science teachers report a desire for more frequent hands-on labs.

The school’s pathways engage students and prepare them with college and career readiness skills. The culinary pathway includes college-level curriculum and students compete in FHA-Hero competitions. These students develop a professional portfolio that showcases their best work, participate in the California Food Handler ard Assessment and are able to earn the National Restaurant Association...
Certificate of Achievement and ServSafe Management Certification. In 2014 the construction pathway received the NCCER certification renewal that provides a 5-year certification certificate. The Automotive pathway received the NATAF Accreditation through 2019, enabling students to participate in NATAF job specific tasks, online based interactive curriculum and instruction. The school offers opportunities for support to students in their academic accomplishments. English Language Development support classes, prior CAHSEE support classes and the after-school ASSETS program assist struggling learners.

San Juan utilizes the Chico State Project Pipeline (CSPP) a joint project of the Cross-Cultural Leadership Center (CCLC) that supports first generation, low income, minority junior and senior students pursuing post secondary education or training. CSPP supports students in the process of applying for college and scholarships.

**Meeting Graduation Requirements:** San Juan counselors offer four-year plans that meet UC "a-g" requirements. AVID students maintain a portfolio that demonstrates college and career readiness and have one-on-one meetings with AVID teachers and the coordinator about what courses meet UC requirements. Students complete four year plans in Naviance. a-g and career pathway courses are able to be taken concurrently, and are supported by the master schedule.

The school offers opportunities for support to students in their academic accomplishments. English Language Development support classes, prior CAHSEE support classes and the after-school ASSETS program assist struggling learners. The San Juan Academy offers students opportunities to recoup credit deficiencies and supports the master schedule for students to stay on track for graduation. San Juan staff indicated a difficulty in assisting students in meeting graduation requirements due to transiency rates.

**CATEGORY B: Areas of strength for Standards-Based Student Learning: Curriculum:**

- District and site administration provide effective support for staff development opportunities.
- San Juan teachers continue to utilize Thursday collaboration periods and common prep periods to increase student achievement.
- Students have ample opportunities to earn CTE and or trade certificates and gain real-world experiences in five different pathways, including the award-winning Culinary pathway.

**Key issues for Standards-Based Student Learning: Curriculum:**

- Disengaged students of San Juan are not being provided an equal-access to their educational opportunities in many non-CTE courses.
- The staff of San Juan are not receiving training that addresses the curricular needs of the socioeconomic, cultural diversity, and or homeless populations to increase student performance.
- Many San Juan core staff members presented material to students that was lacking in breadth and depth where students analyze, evaluate, interpret, or construct for content and meaning.
- San Juan teachers are not utilizing peer teacher training bringing the knowledge learned back to the classroom i.e., effective classroom management, instructional strategies, and differentiated instructional strategies.
- San Juan core teachers have not received all of the trainings needed to provide all staff members with the tools necessary to implement Project Based Learning and Cross Curricular units of study that are aligned to Common Core Standards and the student learner outcomes.
- More effort is needed by core teachers to accurately evaluate the rigors in student work and determine department goals to drive curriculum and instruction.
- Involvement of parents is lacking showing that there is a need to develop ways to involve parents in school wide events and support programs.
- Many core teacher at San Juan High School currently are not teaching to those students choosing to be disengaged from the educational process provided by the classroom teacher.
Important evidence from the self-study and the visit that supports these strengths and key issues include the following:

- San Juan High School Self-Study
- Classroom Observations
- Focus Group Interviews
- Samples of Student Work
- MAP Test Results
- Collaboration Sheets
- Staff development logs

CATEGORY C. STANDARDS-BASED STUDENT LEARNING: INSTRUCTION

C1. Challenging and Relevant Learning Experiences Criterion

Results of Student Observations and Examining Work: Focus group teachers report that the Student Learner Outcomes (SLOs), collaborative worker, critical thinker, quality producer/performer, effective communicator, community contributor and self-directed learner are integrated naturally into the PBLs with rubrics designed to include these outcomes. Some rubrics demonstrate this, in particular the senior capstone project. CTE pathway teachers cited that the SLOs easily correlate to the CTE standards.

Identifying and implementing research-based instructional strategies were not clear in the Self-Study indicating that staff would benefit from a clarification of effective instructional strategies to fully engage students and deliver instruction. There is a lack of a collective understanding the common academic language around instructional strategies. While the Self-Study cites implementation of Common Core instruction, essential elements of ELA Common Core such as activities to increase the ability to deconstruct and analyze text, or reading strategies for primary and secondary sources were not observed in classrooms. Instructional strategies witnessed in classroom observations rarely included opportunities for students to demonstrate understanding. While the Self-Study indicates that staff is “getting up to speed on Common Core implementation” and several members in focus group indicated competency; strategies for student learning including: scaffold lessons for students (procedural, instructional, verbal), and a focus on writing including argumentative, informative, narrative were not evidenced throughout the campus.

The Self-Study reports that all classrooms use the same basic structure of warm-ups exercise and daily activities. Classroom observations show that the instructional delivery mostly takes the format of delivery of lecture with student note taking with minimal student activities, interaction and collaboration. There is evidence of both individual and group work in classrooms with students completing essays, reports, projects and tests. Students work individually and in groups; however, group discussions, small and large for social negotiation of content was not evidenced.

The Advancement Via Individual Development (AVID) Program has been implemented in grades 9-12 to support student learning, college & career readiness and with applications to and preparation for post-secondary education. While AVID tutorials and components of the AVID Program were present, common AVID instructional strategies such as Socratic Seminar, philosophical chairs and Cornell notes were seen minimally and were isolated to AVID classrooms only, despite training for more than one third of the teaching staff.

The Self-Study states that the school “encourages students to complete a-g requirements (three years of math that includes a minimum of Algebra II) and where possible, all students are enrolled in at least three years of science.” Student focus groups revealed a common sentiment that not all courses are rigorous and that expectations for students are inconsistent from teacher to teacher and from student to student within a classroom. Classroom observations, student focus groups conversations, student work, interviews with teachers and district administration demonstrate a lack of consistency and accountability
for the rigor of academic standards for all students and in all classrooms. Classroom observations showed that the tasks assigned are mostly not cognitively demanding requiring the student to analyze, construct, evaluate or interpret content and meaning. Use of open-ended questions to encourage higher-level thinking was not evidenced in classroom observations.

Staff reports that site administration has been responsive to the need for professional development with a variety of offerings including PBL, AVID, ELD and other district supported staff development with artifacts displayed in the staff room documenting professional development offerings. There appears to be a need for greater focus and depth to be able to see evidence of this professional learning carried out into the classroom.

The Self-Study and focus group participants report commitment to the use of instructional rounds as a reflective tool to improve instructional practice and student learning outcomes. Each department has committed to carrying out at least one instructional round per year with members from other departments voluntarily participating on a monthly basis. Establishment of a focus area is made by individual departments with “academic language” and “self-advocacy” cited as examples of foci. Teachers report that they are satisfied with the process and frequency of the practice and see standardization of a school focus as a way to contribute to greater consistency and accountability.

**Student Understanding of Performance Levels:** The Self-Study indicates and classroom observations confirm that many teachers post daily learning objectives and essential questions. There is evidence that some teachers utilize rubrics in a variety of academic areas and with the senior capstone project indicating that students know beforehand the standard/expected performance levels. Some teachers are using teacher web pages to post calendars, homework assignments and teaching guides.

**Differentiation of Instruction:** There was little evidence observed of teachers utilizing differentiated instruction. While the Self-Study cites warm ups, these do not appear to be anchor activities allowing students to prepare for content as evidenced in classroom observations. The Self-Study and samples of student work provided insufficient evidence of differentiated instruction for students of diverse backgrounds and academic levels. There was little evidence that teachers anticipate and respond to a variety of student needs by modifying the content, process and product and/or insure that all abilities are engaged.

There is evidence with self-reporting, in focus groups conversations and in classrooms that Special Education Instructional Assistants and bilingual Instructional Assistants provide instructional support for students. Special Education teachers who push in to content classes collaborate with partner teachers to provide modified content to students with IEPs in the general education setting. Consistency in this practice and time to continue collaboration would be beneficial to students.

**C2. Student Engagement Criterion**

**Current Knowledge:** The Self-Study indicates use of current educational research related to curricular areas to maintain a viable, meaningful instructional program. Staff reports reading, "How to Teach Thinking Skills in the Common Core" to help support the transition to Common Core instruction. As evidenced in the Self-Study, in focus group meetings and in individual staff interviews, there appears to be a need for a common understanding of educational terms including definition and identification of "instructional strategies", common educational vocabulary of understanding regarding instruction and best practices and a common agreement of the meaning of "academic rigor." Teachers lack a consistent, focused common vocabulary to articulate school goals for learning and a vision for the school. Clear messaging to students, parents and the broader community of school vision, priorities and focus is minimal to absent.
The Self-Study identifies Project-Based Learning (PBL) as a school wide approach or method of choice for delivery of content. Teachers in a focus group cited the value of PBLs are to engage students, give students choice, foster collaboration and connect students with real life scenarios. Staff development for implementation of PBL has occurred in past years with agreements on frequency of implementation. While some departments do offer PBL opportunities regularly, due to high turnover rate of staff, there is a need for further training and consistency of implementation. Teachers have showcased their projects for other staff members during professional development time. Opportunities for showcasing PBLs for the public are planned at events such as Open House, Back-to-School Night or a PBL Showcase Night.

Examination of Student Work: Classroom visitations and conversations in non-CTE courses shows little evidence that “teachers facilitate learning as coaches to engage all students.” While PBLs would lend itself to teachers as coaches, equitable questioning strategies, guided and independent practice and other non-didactic techniques to engage students in their own learning was not present. In the majority of classrooms, mostly questioning strategies were limited to students calling out answers without equitable participation. Instructional strategies are often limited to whole group questioning and volunteer answer.

Some PBLs and senior capstone projects provide opportunities for students to demonstrate that they can apply acquired knowledge and skills with extend learning opportunities. Student interviews and student portfolios demonstrate a) that they are able “to organize, access and apply knowledge they already have acquired; b) that they have the academic tools to gather and create knowledge and c) that they have opportunities to use these tools to research, inquire, discover, and invent knowledge on their own and communicate this” with varying levels of academic rigor.

Documented in the Self-Study and as evidenced in the classroom and in focus group conversations, San Juan High School is looking to continue to upgrade their computers for utilization in the classroom. Since the last WASC visitation, additional computers and Computer on Wheels (COWs) were purchased. Technology is utilized in many classrooms to deliver directed instruction utilizing PowerPoint and the document cameras. Some use of video to supplement instruction was present. Some teachers utilize Google docs and applications such as Schoology for instructional support; teachers utilize an online grading and student information system. There is some evidence of research inquiry online, but additional support with use of primary documents and multiple sources to deliver Performance Tasks for Common Core would benefit students. There is a lack of integrated use of multimedia and technology in delivering core content. Teachers would benefit from additional support and professional development to have greater knowledge of technology and multimedia tools and educational application.

In classroom observations, levels of student engagement varied with students in many classrooms utilizing one and/or two ear buds listening to devices, eating and/or on cell phones while teacher directed classroom instruction and/or independent practice was occurring in the classroom. Minimal to no teacher intervention took place to mitigate disengagement and bring reluctant learners back to mainstream instruction thereby demonstrating lack of accountability for standards and maintaining a classroom that is conducive to learning. In most classrooms, there was little or no evidence that students demonstrate higher-level thinking and problem solving skills within a variety of instructional settings. As reported by students and some teachers, learning is self-selective, with reluctant learners not engaged and minimal redirection from teaching staff. Classroom observations indicated a lack of consistency and accountability for time on task, transitions from activity to activity and “bell to bell” instruction with students standing lined up at the door and/or out of classroom before dismissal times.

Real World Experiences: All 9th grade students have the opportunity to participate in a “freshman wheel” giving them exposure to each of the five pathways - Construction Technology, Hospitality and Management, Innovation Design, Transportation Management Automotive and Media/TV Production. Most students have an opportunity to participate in pathway grades 10-12 with a sequence of courses in
a single industry sector with real-life connections to industry. Students have opportunities for job shadow, internships, and work experience and/or community projects.

As reported in the Self-Study, Naviance, an online tool for greater college and career planning is available to students. Some students may access this online resource for career search; however it was not mentioned in focus groups or seen in classroom observations indicating that widespread use of the tool for career awareness, academic planning and the college application process is not occurring.

The senior capstone project is implemented in the pathways and provides an opportunity for all students to connect their learning to the real world. As evidenced in student work and in teacher discussions, the community-based senior project components include: a driving question, a mentor, hours logged a reflective essay, a portfolio and presentation to a panel of judges which allow students to create their own learning and teachers to serve as mentors. The senior project is a graduation requirement and all students complete a senior project even if they do not participate in a pathway.

CATEGORY C: Areas of strength for Standards-Based Student Learning: Instruction
● Effective use of teacher collaboration time to plan and integrate of core content into CTE pathways and review of student work to inform instruction would support development of school priorities.
● CTE teachers have industry level experience, which translates into the classroom as opportunities for authentic projects, and experiences.
● The administration and leadership team offer multiple and varied opportunities for professional development.
● The required senior project provides students with a measurement of the schoolwide learner outcomes.

Key issues for Standards-Based Student Learning: Instruction
● Several San Juan staff members expressed a desire for reflective practice to establish consistency and accountability for classroom instruction.
● San Juan students would benefit from teachers implementing essential elements of ELA Common Core consistently in all classrooms.
● San Juan School would benefit from widespread and consistent utilization of agreed upon research-based instructional strategies such as AVID strategies, which are currently utilized in some classrooms.
● San Juan teachers would benefit from a comprehensive professional development plan with follow up in the classroom and consistent focused instructional rounds to align identified specific instructional goals and research-based strategies.
● While teachers strive to intervene when students are struggling, efforts seem to be mostly student-parent outreach; therefore, San Juan teachers would benefit from a system of school wide interventions to support academic achievement.
● Since teachers cite low student motivation and engagement as an instructional barrier, San Juan teachers would benefit from acquiring and executing differentiated instructional strategies and best practices geared towards reluctant learners.
● Since there is a significant at-risk population and students' readiness for school is an identified as a barrier to learning, San Juan High School would benefit from greater resource allocation to develop socio-emotional supports and additional personnel for students and families to address health and wellness.

Important evidence from the self-study and the visit that supports these strengths and key issues include the following:
● Classroom observations
D1. Using Assessment to Analyze Monitoring and Report Student Progress Criterion

Monitoring and Reporting Student Progress: San Juan strives to use effective assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders. The school currently collects CAASPP data and mails home results with explanations of how the data impacts students. In the absence of previously available CST and CAHSEE data, San Juan has implemented MAP testing to determine progress and proficiency in the content areas of English and Math but the Self-Study reports that MAP testing is “still in the process of being utilized” and teachers report they have limited to no access to results in order to analyze data. All San Juan teachers maintain grades and attendance through Q (formerly Zangle), to provide students and families’ regular access to grades, assignments, attendance, etc. Staff interviews indicate that while some teachers issue regular interim progress reports, teachers primarily rely on students and families to monitor student progress independently online. Some teachers also use Schoology to report proficiency on specific California Content Standards. The School Accountability Report Card (SARC) is posted on the school website.

Parent/Community and Student Achievement: In addition to the SARC and SPSA being posted on the school web site, San Juan has made a concerted effort to demonstrate student achievement of the academic standards and Schoolwide Learner Outcomes (SLOs) through the curricular and co-curricular program to parents and the school community. Articles are published on SJUSD web sites and news releases are submitted to local press to highlight student achievements, such as the culinary program being recognized by local news media for winning a state competition and advancing to nationals. Seniors present their community-needs-based Senior Projects to the community. Freshman Academy Interdisciplinary Projects, Capstone Pathway projects and the student-run restaurant and bakery further demonstrate student achievement steeped in the curricular and co-curricular program.

Monitoring of Student Growth: San Juan strives to monitor students’ progress toward meeting the academic standards, college-and-career readiness standards and schoolwide learner outcomes. AVID students monitor progress towards a-g requirements. Students engage in MAP testing in English and math several times a year to determine readiness for moving forward and for placement in support classes. Counselors assist sophomores and juniors in analyzing PSAT results and the College & Career Center assists students in utilizing tools such as Naviance Prep Me to monitor a-g status. ELD teachers use CELDT scores to monitor the growth of English learners, but lack of movement in proficiency levels, high D/F rates, and staff interviews indicate a frustration that English Learners are not achieving at high levels. Some teachers use Schoology to monitor and report individualized success rates on specific standards. Counselors review transcripts with students to track graduation requirements and a-g requirements, as well as to place students in the San Juan Academy for credit recovery or to recoup credit deficiencies. Small Learning Community meetings are dedicated to evaluating student work to determine student progress.

Basis for Determination of Performance Levels: The English department has developed common core writing assessments graded by a common rubric to monitor student proficiency across grade levels. The math, science and foreign languages departments use grades in prerequisite courses to determine appropriate placement for next-level courses. MAP testing is used as a diagnostic tool for placement in
freshman math support classes. The CTE department uses national certification exams, such as ServSafe and ASE, along with an advisory board comprised of industry members and teachers, to determine mastery. CELDT test results are used to place English Learners in ELD classes. The Special Education departments uses the Wechsler Individual Achievement Test (WIAT) and MAP data to assess, place and monitor academic abilities of students.

D2. Using Assessment to Monitor and Modify Learning in the Classroom Criterion

Appropriate Assessment Strategies: San Juan teachers strive to utilize a range of assessment strategies to measure student progress towards acquiring knowledge and skills, particularly regarding implementing the rigor of Common Core Standards and. While the Self-Study indicates extensive use of MAP testing as a formative and summative assessment, teacher interviews indicate that teachers have little to no access to MAP scores and only a select few on campus are trained to interpret them. Examples of common summative assessments include English Department common writing tasks aligned to CCSS and CAASP, use of common test items aligned to CAASPP in Integrated Math, and national certification exams in CTE classes. All departments share the goal to include performance based assessments with a school wide emphasis on Project Based Learning as recommended by the previous Visiting Committee, such as gingerbread house construction in math and genetics projects in Freshman Academy, while curriculum-embedded summative assessments include social science pamphlets and brochures, math tests, English on-demand writing prompts and culminating unit tests in several content areas. The San Juan Academy utilizes the APEX summative assessments to demonstrate mastery.

As per the recommendation from the 2010 Visiting Committee, San Juan teachers are striving to utilize formative assessments in all content areas to check for understanding and to inform instruction towards student mastery, specifically for re-teaching. Focus group interviews indicate that teachers primarily use informal formative assessments such as soliciting verbal feedback and direct observation, but that some teachers use formal assessments such as exit tickets and guided practice. Classroom observations revealed that the primary instructional strategy used is the lecture format in which teachers deliver instruction with few opportunities for students to construct meaning or demonstrate understanding. Observations and student interviews revealed many classrooms where “students who want to learn, learn,” but that reluctant learners often disengaged from instruction without being held accountable for learning. Evidence of teaching was ample, but evidence of student learning was scant, as indicated by low levels of student engagement and supported by a consistently high D/F rate and stagnant testing scores. The Visiting Committee recommends that student engagement levels could be increased through the use of formal, research-based formative assessments to measure learning as it is still happening and to provide timely feedback so that all students achieve mastery of academic standards. While the Spartan Intervention Team works with the ASSETS program to provide socioemotional supports, such as life skills and anger management, to a small group of San Juan students, San Juan teachers and staff consistently reported a need for greater socioemotional supports for students on campus.

Demonstration of Student Achievement: A range of examples of student work and assessments demonstrates student achievement towards academic standards, College and Career readiness and the schoolwide learner outcomes occurs for some SJ students. Some students use Naviance to demonstrate their a-g progress towards college readiness. AVID students’ portfolios include transcripts, standardized test scores, and academic writing aligned with Common Core Standards to show progress toward college and career readiness. While Senior Projects demonstrate a culmination of knowledge and skills, the tasks are loosely aligned to Common Core Standards. The Self-Study reports that Senior Projects and CTE projects demonstrate achievement towards academic standards, but teachers were unable to articulate the connection between such projects and academic standards, citing only achievement in career readiness standards. CTE students pass national certification exams to earn an industry certificate and/or credits towards post-secondary institutions and the Culinary program is regularly recognized in
national competitions. Examples of student work show that many students are still moving towards Common Core Standards and that San Juan would benefit from aligning CTE classes with academic core content.

**Curriculum-Embedded Assessments**: San Juan has begun the process of examining standards-based curriculum-embedded assessments in English and math, including performance examination of students whose primary language is not English, and has begun to use that information to modify the teaching/learning process. While some staff use MAP test results for English and math to tailor instruction based off of areas of greatest need, all departments are still in the process of developing embedded assessments to modify teaching and learning. San Juan High School is currently “getting staff up to speed on common core” to create and examine curriculum-based assessments, such as the English department’s common writing assessments across grade levels and Integrated math classes use of common assessment items to test student proficiency. Teachers use these assessment results collaboratively in SLCs and data teams to plan for future instruction. San Juan teachers are moving towards the goal of incorporating performance-based assessments, especially Project Based Learning, in all content areas.

**Student Feedback**: Interviews and dialogue with representative students show that the formation of additional CTE pathways and the Freshman Academy Wheel offer students relevant real-world experiences and qualifications to prepare for post-secondary options that are industry-specific, including culinary, automotive, construction and design. Some students report that the pathways have been restrictive in scheduling academic classes with higher rigor, such as AP classes, or have “locked students into a specific pathway”. AVID students report that they regularly track a-g status through transcript evaluations and use portfolios to demonstrate college readiness. Counselors review PSAT results with sophomores and juniors. Students report having a voice through Restorative Justice and Peer Judicial Panel.

**Modification of the Teaching/Learning Process**: Some evidence exists of teachers collecting and analyzing assessment data to make decisions and changes in the curricular and instructional approaches to ensure students are prepared for success in college, career, and life. Some teachers have used CELDT test results to inform instruction in core academic departments with a common focus on vocabulary development and critical thinking skills geared towards increasing EL student achievement and reclassification rates. Teachers use department common assessments to inform instruction. IEP teams use MAP and WIAT data, as well as collaboration with general education teachers, to review student progress and determine if goals have been met. San Juan has implemented co-taught classes for Special Education and English Learner students based on low-performance levels. The school’s Equity Report Card led to culturally responsive professional development and culturally relevant curriculum, including the implementation of an ethnic studies class. SLC teams review academic concerns with students and families during grade level conference days and the ELAC committee meets monthly to report student progress and areas of academic priorities.

**D3. Using Assessment to Monitor and Modify the Program Schoolwide Criterion**

**Assessment and Monitoring Process**: San Juan High School involves various stakeholders in the assessment and monitoring of student progress towards academic standards, college-and-career readiness and SLOs. A partnership with Chico State Pipeline through College allows students to monitor progress towards CSU readiness and the application process. An advisory board comprised of business and community leaders, parents and teachers helps drive college-and-career-readiness in the CTE Pathways. CTE students enjoy opportunities for internships and entry-level jobs after having completed national certification exams such as ServSafe and ASE. To increase parental involvement, San Juan has hired a bilingual parent liaison to provide outreach for Spanish-speaking families to monitor student progress and there is a parent resource Center on campus for parents to access student progress.
Schoolwide Modifications Based on Assessment Results: The school has used assessment results to make changes in the school program, such as revising the master schedule to allow all students to participate in CTE pathways while simultaneously pursuing A-G requirements. The school has also used standardized and MAP testing results to inform professional development activities, such as Common Core, Project Based Learning and AVID training. The school has also used assessment results to allocate resources to create new programs and courses, such as the newly formed Ethnic Studies/ELD courses, which resulted from stagnating CELDT scores. San Juan implemented co-taught classes for SpEd and EL students based on low-performance levels. Based on D/F rates and the 2010 Visiting Committee report, San Juan adopted the Stanford School Design Time and Buck Institute Project-Based Learning models to support students in academic achievement through relevant, hands-on learning experiences. San Juan implemented co-taught classes for SpEd and EL students based on low-performance levels. The school’s Equity Report Card led to culturally responsive professional development and culturally relevant curriculum, including the implementation of an ethnic studies class and a student-created Multicultural Carnival.

CATEGORY D: STANDARDS-BASED STUDENT LEARNING: ASSESSMENT AND ACCOUNTABILITY

Areas of strength for Standards-Based Student Learning: Assessment and Accountability):

- San Juan continues to use assessment results to make changes in the school program, inform professional development activities, and allocate resources towards student needs.
- San Juan’s expansion of CTE pathways allows students to effectively pursue a sequence of career courses towards career-readiness standards.
- San Juan staff and teachers enjoy a collegial atmosphere of mutual respect and collaboration.

Key issues for Standards-Based Student Learning: Assessment and Accountability):

- Increase teacher use of formative assessments in all departments to increase student engagement, check for understanding and guide re-teaching so students achieve mastery of academic standards.
- Increase teacher access to assessment data so staff is able to evaluate student progress more frequently and more effectively across curriculum and grade levels to gauge student mastery and to inform future instruction.
- Increase rigor in curriculum-embedded assessments and grading standards towards mastery of the academic standards, particularly Common Core Standards, to help students achieve at high levels.

Important evidence about student learning from the self-study and the visit that supports these strengths and key issues include the following:

- WASC Self-Study
- Classroom Observations
- Focus Group Interviews
- Samples of Student Work
- MAP Test Results
- Collaboration Sheets
- San Juan High School Web Site
- Q Database
E1. Parent and Community Engagement Criterion

Regular Parent Involvement: San Juan High School employs various strategies to provide regular involvement for parents through their ELAC, PTSO, Parent Advisory Committee, and Student Parent Association. Through these programs, members communicate with parents through phone calls and provide translation for parents to invite them to the school and other events happening within the school community. The school recognizes that parent participation has been low over the years but continues outreach through these programs and others such as “Coffee with the Principal” and “Block Party” to increase awareness of what is happening in the school community. In addition, the school has created a Parent Resource Center held on campus to assist parents with understanding the school processes as well as implementation of a Parent Liaison who works with the school community to get them involved in the school. The Parent Resource Center also provides a Liaison for parents with special needs and EL students who might need more assistance. The school makes attempts to ensure parents are regularly notified of events through emails, auto dialer phone calls that are translated in different languages, and through the school's electronic newsletter “Newsflash” and the “The Spartan Scoop” text messaging system. In order for parents to receive information via email and/or text message, they must sign up for the notifications and share their contact information. School staff makes home visits when necessary to speak with families regarding grades, programs available to them and their students and to host conferences when parents are unable to attend due to transportation issues or if they feel uncomfortable being present. San Juan Unified also hosts a “Parent Project” in Spanish for families and community members on the San Juan High School campus.

Parents and students feel the staff at San Juan can increase the strategies and timeliness of how they inform parents of events and participation opportunities. Parents would like to receive information of upcoming events in advance to plan ahead so they are able to attend events and support the school. Parents also feel that the newsletter sent out by the school with updates is inconsistent and not always accurate. Students share the same frustration as they would like their parents to get involved with the activities at school, but feel the only reliable source of information provided to their parents are word of mouth from the students themselves. The parents also expressed frustration in the lack of use of the school's online grading program “Q Connect” citing that not all regularly post grades and that some teachers use an alternate grading system to post grades called Schoolology, which only students can access.

Use of Community Resources: San Juan High School partners with local organizations such as the Citrus Heights Police Department, which donates a Student Resource Officer for the safety of the school and recruits students for the “Explorer Program.” The Chamber of Commerce, Lions Club, and Rotary are invited to the school to present speakers and provide internships and scholarship opportunities for the students. The San Juan High School Alumni Association has a strong presence on campus and in the community. The Alumni Association runs a Legacy Room on campus where students and community members can explore San Juan High School history and donate to the Alumni Association. The Alumni Association helps support the homeless student population by donating caps and gowns, yearbooks, and tickets to senior events and has raised over $300,000 in scholarships for San Juan High School students. The Parks and Recreation department has partnered with the school to host an ASSETs program that houses students after school. This is a free program for students that allow them to get academic help, play video games, participate in sports and have a safe place to stay after school.
E2. School Environment Criterion

Safe, Clean, and Orderly Environment: San Juan High School is surrounded and enclosed by rod iron gates and columbine locks to prevent visitors and intruders from walking on campus without notification to the office. The “Spartan 6” are basic rules that all students helped create which are posted in each classroom throughout the campus. The school has two campus supervisors and two vice principals who patrol the campus regularly but given the size of the school, leaves many areas unsupervised. All students are required to use their planners when walking through campus during instructional time, but the visiting committee observed many students out of class without planners. Staff wear badges to identify who they are and all guests and visitors are required to sign in to the front office and wear a visitor badge if they will be on campus. The Citrus Heights Police Department has donated the use of a Student Resource Officer who stays on campus during the school day. Bullying awareness posters are also posted throughout campus.

High Expectations/Concern for Students: The school utilizes Restorative Justice practices to assist in students taking responsibility for their action when rules are broken. Currently, staff is being trained on the Restorative Justice process. The consensus around campus is that some staff chooses to implement Restorative Justice practices in the classrooms while others have not been trained, nor take other means of disciplinary correction. The school continues to implement “P.A.S.S.” or Prevention Assistance for Student Success as a form of intervention in lieu of suspension and is the only school left in the district utilizing this system. The students have also created a Peer Judicial Panel to assign other means of correction for students who break the “Spartan 6.”

The school offers a mandatory Freshman Academy for all 9th grade students. This allows freshmen to seek guidance from peers, experience the different pathways through the Freshman Wheel, and creates a small community where they feel comfortable for their first year of high school. The school also houses a counseling center on campus for all students to seek social emotional and academic guidance. The school has a full time College and Career Classroom for students to get information on colleges, job placements and financial aid. San Juan High school also employs a full-time school psychologist who offers counseling to all students as well as a center for students who are emotionally disturbed.

Teacher expectations for a classroom environment conducive to learning are varied throughout the school. While the visiting committee observed a few teachers redirecting, there were many instances of students sleeping, listening to music with both ear buds in, and watching Youtube videos. Many teachers made no attempt to redirect student behavior, continuing to teach the few students who chose to listen and focus but allowing reluctant learners to remain disengaged. The “Spartan 6” might be the guiding rules of the school, but they are not enforced by staff or followed by students. Many students felt that teachers did not believe they could be successful but did feel the teachers listened and cared for the students who showed an interest in wanting to learn.

Atmosphere of Trust, Respect, and Professionalism: San Juan High School offers many opportunities for students to be recognized as part of the school community. These include spirit weeks, Spartan-Connect Mentoring for 9th grade students, sporting events, Class Olympics, Spartan for a Day and through creation of their Senior Projects. Thursdays are College Attire Day in which staff and students wear college gear to make students more aware of their future opportunities. Students are also able to participate in college visits and the Pipeline to College program through Chico State. The students are a major part of creating a positive school culture, as they are members of the RJ team as well as the Peer Judicial Panel where other means of correction are delegated to their peers. There are 32 clubs on campus recognized by the student government all led by students and advised by a certificated staff member. These clubs host fundraisers at lunch to increase awareness of issues and raise money for their programs and meet regularly. School wide rallies occur during the day before events such as Homecoming and Class Olympics and are presented by Student Government. Students feel the rallies
are not as enthusiastic as they can be, and that school spirit does need to increase dramatically. Despite there being a need for stronger school spirit, students, staff and parents all feel there is a strong amount of respect and pride for their diverse culture.

Staff enjoy ample opportunities to collaborate with one another through department collaboration meetings, common preps, Small Learning Communities, and professional development activities. The school also participates in Educational Rounds once a year. Many departments develop cross-curricular projects to enhance student learning through project-based learning.

E3. **Personal and Academic Support Criterion**

**Adequate Personalized Support**: Students at San Juan High School have available access to counseling that provides services to address crisis and college and career questions including information on financial aid. Students who are in need of additional mental health or social emotional counseling can be referred to the school psychologist or outside agencies with a referral from the school. Staff members have also created an Intervention Team to evaluate student grades and progress and help students as necessary. The interventions implemented for these students have yet to be implemented, as they are not quite clear to the staff. They are continuing to work towards a plan for response to intervention and have the steps necessary to start looking at a progressive intervention model. Students who attend ASSETS after school and student athletes all participate in mandatory tutoring to improve their academic skills.

Each student has an opportunity to join a pathway program through the school. These pathways focus on different trades that students can learn about which potentially lead to jobs and internships after high school. Guest speakers are brought in from outside the community to learn about what the students at San Juan High School are doing in the classroom and to inform students about the profession and potential opportunities. The community has access to the culinary program as it serves as a restaurant for members of the community. Local businesses utilize the media arts program to film commercials and utilize their advance media studio.

**Direct Connections**: San Juan High School employs two full time counselors to support students’ academic and psychological needs. Referrals are also made to outside agencies if additional support is needed. The district employs a homeless student liaison who assists students deemed as homeless. The school also supports students through the CTE pathway programs and offers A-G courses to allow students the opportunity to take classes enabling them for college acceptance. Although the school has the opportunity to use the Naviance system, students do not regularly access it. Parents and students feel it would be a useful tool, but have no experience or knowledge about the system. Students and parents are not aware of a 5-year plan for their students. The consensus is that help is available through counselors and teachers, but students and/or parents must ask for guidance.

**Support and Intervention Strategies Used for Student Growth/Development**: Staff members that assist on the Intervention team meet weekly to discuss student progress and the D/F lists. The team holds a meeting with at risk students and parents to determine a plan of typical interventions such as after school tutoring. The school is continuing to work on a response to intervention model to better meet the needs of failing students.

When students do fail, they have the option to retake the class through the APEX system offered through the San Juan Academy. Students have the option to exclusively enroll or can enroll concurrently in the San Juan Academy. The school also offers an Intersession program over the summer where students can earn credits in as little as three weeks.

**Support Services and Learning**: San Juan has multiple Instructional Assistants for push in classes to assist teachers with special needs students. Co Teaching is also visible in many classrooms. The counseling department conducts regular SST and 504 meetings. The ELD coordinator works with teachers to ensure student needs are being met in the classroom and students are being accurately
assigned to their ELD levels. San Juan offers an AVID program for students to allow them opportunities for college preparation. The ASSETs program offers after school tutoring for students and the athletic teams require after school team tutoring.

**Equitable Support to Enable All Students Access to a Rigorous Curriculum:** When the students begin their pathway program at the beginning of their 10th grade year, they follow that pathway throughout the remainder of their high school career. Although the master schedule offers many different classes, students are limited to classes based on the availability of singletons and the schedule of the pathway program.

Students who fail a class or have credit deficiencies and need to remediate have the option to retake the class or take the class through APEX. Students are given the opportunity to take the class during the day or after school to free up their schedule during the day.

**Co-Curricular Activities:** Students at San Juan High School participate in the career pathways program in which they choose from one of the five pathways to expand their knowledge in that field. The career pathways include Innovation and Design, Construction, Culinary Arts, Transportation Technology and Media. Students in these pathways are able to gain hands-on skills in the careers and create potential job opportunities post high school. Students are also exposed to the AVID program their freshman year in a one semester long AVID introduction course. Students who qualify are able to apply into the AVID program.

The visiting committee felt there is little congruence between the CTE Pathways and the core academic subjects and focus group interviews reveal that most teachers are unable to articulate congruence with the exception of the culinary program, which utilizes a college level text.

**Student Involvement in Curricular/Co-Curricular Activities:** Students at San Juan High School are given the opportunity to join over 32 clubs, such as the Book Club, Multicultural Club, Key Club and Girls Club to increase their connection to their school community. The students also have the opportunity to run for Associated Student Body/Student Government positions, which oversee all student clubs, plan rallies and events. Students report that teachers are willing to advise clubs and encourage student implementation of clubs to build a connection with their school.

**CATEGORY E: Areas of strength for School Culture and Support for Student Personal and Academic Growth (if any):**

- Students and parents feel connected to teachers and teachers are eager to help students who want to learn.
- The CTE pathway programs allow students to continue to pursue post-secondary career opportunities.
- Diverse culture of students where respect is clearly evident throughout the school community.
- Student participation within the 26 clubs.

**Key issues for School Culture and Support for Student Personal and Academic Growth (if any):**

- The school would benefit from identifying ways to respond to intervention and a follow through for students to ensure interventions are working to meet the needs of the student.
- Continue to increase a common form of communication to reach parents and students.
- Increase the importance of commonality amongst staff to ensure school rules are the norm and not a choice.

**Important evidence about student learning from the self-study and the visit that supports these strengths and key issues include the following:**
- 504 Testing
- APEX
- ASSETs
- AVID
- Club Lists and minutes
- Coffee with the Principal, Community Flyers and Block Party community events.
- Counseling Center
- CTE Pathway programs
- DELAC and ELAC Agenda/Minutes
- Discipline Referrals
- Explorer Program
- Freshman Academy, Freshman Wheel
- Home Visits
- Homeless Assistance Program
- Instructional Assistants
- Intervention Team
- Intruder Signs
- Legacy Room
- Parent Focus Groups
- Parent Liaison
- Parent Outreach Programs, PTSA, PAC, SPA
- Parent Project flyer
- PBL projects and Student work
- Professional Development agendas
- Peer Judicial Panel Referrals
- Pipeline to College Agenda
- Q Connect and Schoology
- Restorative Justice PD
- Safety Plan, evacuation maps
- San Juan Alumni Association Newsletter
- School Rules
- Spartan Scoop text messages
- SRO
- Staff Focus Groups
- Student Focus Groups
- Student Support Teams (SST)
- Student Planner
- Visitor Badges

**Part B: School-wide Strengths and Critical Areas for Follow-up**

1. Cross-curricular planning occurs throughout Freshmen Academy
2. Five CTE course sequences offer students in-depth knowledge of industry standards
3. Project-Based Learning is gaining momentum in core courses
4. Solicitation of staff input for professional development frequently occurs
5. District supported staff development opportunities
6. District supported prep period and a collaboration period to all teachers
7. Common prep time for freshman and math instructors
8. Opportunity for students to earn CTE and or trade certificates
9. The required senior project provides students with a measurement of the schoolwide learner outcomes

**Synthesize schoolwide critical areas for follow-up and list numerically. Be sure that these can be documented by other sections of the report.**

The Visiting Committee concurs with the school’s identified areas with identified Areas of Growth Needs identified by the school Self-Study Focus Teams. These are summarized below:

1. Teaching and Learning – employing research-based, innovative, and data-driven instructional strategies
   a. Continue to focus on Problem Base Learning training and implementations.
   b. Create a plan to replace aging or insufficient technology resources
2. Conditions for Learning – designing a supportive master schedule, continue development of empowering practices for students on campus
   a. Develop and support programs and training that meet the specific needs of our students.
   b. Better prepare students with the skills necessary for success on CCSS, Smarter Balanced, and Next Generation assessments
3. Parent/Community Involvement – developing resources and trainings to boost parental involvement, particularly in our ELAC community
   a. Increase the effectiveness of parent and community outreach

**Schoolwide Critical Areas for Follow-Up**

The school’s action plan did not provide action areas to move the school forward.

1. Critical Area Growth 2010 – The site administrators and leadership team continue the use of data to drive and modify curriculum and instruction. (To move the school forward, the Visiting Committee believes that this critical area be continued to include curriculum when data is used to modify instruction.)
2. Critical Area Growth 2013 – The site administration and teaching staff improve student connection and learning communities to increase student performance and better prepare students for state standards assessments.
3. Critical Area Growth 2013 – The district, site administrator, and leadership team increase student engagement and achievement scores through improved pedagogy to meet the District and State Averages on the CAASPP (Number 2 and 3 combined).
4. Critical Area Growth 2013 - Increase graduation rates and college readiness for all students (Numbers 4 and 5 combined).

In addition, the Visiting Committee has identified areas that need to be strengthened:

1. The site administration and staff leadership team develop clear, focused, unified goals to align curriculum, instruction, and assessment to the mission statement, Common Core State Standards, and to the school's student learner outcomes.
2. The administration and staff provide San Juan students with a rigorous curriculum infused with a variety of instructional strategies and differentiated instruction that will improve the quality of curriculum delivery and raise student performance scores.
3. All Stakeholders, including staff, administration, students, parents, and district, develop academic discourse and instructional strategies to support student achievement, resulting in increased
graduation rates and success for all students, including mastery of the Common Core State Standards and college and career readiness.

4. The site administration and staff create a long-range, comprehensive professional development plan focused on strengthening the rigor of the curriculum, delivery of instruction, and social emotional training to increase academic performance of all students, particularly towards mastery of Common Core Standards and college and career readiness with monitoring and evaluation of the effectiveness of the professional development used in the classroom.

5. The district and site administration provide additional resource allocation towards socio-emotional supports for students and families to address the health and wellness of students in order to assist them in achieving at high levels.

6. The staff and school’s leadership team develop and/or modify schoolwide classroom norms, strategies, and discipline policies that are consistently enforced to support teaching and learning and to provide all students equal access to instruction.

7. Site administration and staff participate in writing an annual WASC progress report, embedded in the Single Plan for Student Achievement (SPSA) and the LCAP that addresses each of the WASC critical areas for follow up, addresses each section of the action plan, including the steps needed to become familiar with all expectations of WASC, and share findings with all stakeholders.

Chapter V: Ongoing School Improvement

The school’s current action plan reveals the connectedness to the schools LCAP and Single Plan of Student Achievement. Growth tasks listed timelines expiring Spring 2016; however many tasks need to continue to support the identified Areas of Growth. The school neglected to include future growth areas found through the school’s Self Study or include continuing Critical Areas of growth from previous WASC reports.

- Do the action plan sections address the critical areas for follow-up?
  At this current time, the action plan sections do not address the critical areas for follow-up. In 2010 there was one Critical Area of Growth concerning data that was partially met. In 2013, there were three Critical Areas of Growth that were not addressed in the school's current action plans.

- Will the action plan steps enhance student learning?
  The school did not address the Critical Areas for Follow-up in their Self Study or in the Action Plan. Unfortunately, several action plans items presented in the self-study were not directly related to student learning: development of San Juan’s Master Schedule and identification of 21st Century skills. Also according to the timelines presented in the action plans, most of the action items have been completed; an analysis of effectiveness was not included.

- Is the action plan a “user-friendly” schoolwide action plan that has integrated all major school initiatives (e.g., II/USP, technology plan, staff development plan)?
  Throughout the WASC Self-Study and including the Single Plan for Student Achievement (SPSA), there were multiple and varying action items and goals stated which were not uniform, making analysis and synthesis of the information and data difficult. The school needs to create a fully revised Self-Study and action plan to align all initiatives and goals under one site. All stakeholders, including the District, need to contribute to the school’s vision so that all stakeholders clearly comprehend the actions and steps needed to address critical areas of need.

- Is the action plan feasible within existing resources?
  With modifications and school wide focus, the goals identified and critical areas for follow up are
feasible.

- **Is there sufficient commitment to the action plan, schoolwide and system wide?**
  The principal and teacher leaders seem committed to moving the school forward in addressing the Critical Areas for Growth. Teacher “buy-in” and support from the District are critical to initiate and implement the revised plan with participation from all stakeholders.

- **Existing factors that will support school improvement**
  - Sense of community and reflective practice
  - Environment of collegiality and collaboration
  - Continuing professional development
  - Well maintained and upgraded, state-of-the-art facilities
  - CTE pathways sequence of courses

- **Impediments to improvement that the school will need to overcome**
  - High turnover of site administration and teachers
  - Addressing the socio-emotional needs of students
  - Lack of parent engagement and involvement as educational partners
  - Unification in common practices and accountability for students and staff
  - Past practices of not working toward the Critical Areas of Growth from past WASC visiting teams

**Soundness of the follow-up process that the school intends to use for monitoring the accomplishment of the schoolwide action plan.**

- The principal and the leadership team will create an Action Plan and monitor the execution of the Action Plan to ensure the school achieves its goals.
- The site principal and leadership team will embed the Critical Areas for Growth in the schools SPSA and embed them into the district’s LCAP