

# San Juan High School

## School Accountability Report Card

### Reported Using Data from the 2017-18 School Year

### Published During 2018-19

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

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

#### **DataQuest**

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

#### **Internet Access**

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## **About This School**

#### **Contact Information (School Year 2018-19)**

<b>School Contact Information</b>	
<b>School Name</b>	San Juan High School
<b>Street</b>	7551 Greenback Lane
<b>City, State, Zip</b>	Citrus Heights CA, 95610
<b>Phone Number</b>	(916) 971-5188
<b>Principal</b>	Vanessa Adolphson
<b>E-mail Address</b>	vadolphson@sanjuan.edu
<b>Web Site</b>	<a href="http://www.sanjuan.edu/NewSanJuan.cfm">http://www.sanjuan.edu/NewSanJuan.cfm</a>
<b>CDS Code</b>	34674473438504

District Contact Information	
District Name	San Juan Unified School District
Phone Number	(916) 971-7700
Superintendent	Kent Kern
E-mail Address	info@sanjuan.edu
Web Site	www.sanjuan.edu

## School Description and Mission Statement (School Year 2018-19)

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### Mission Statement:

San Juan High School will educate and empower students to compete and achieve in a diverse global community.

### Vision Statement:

San Juan High School is committed to focusing on high expectations and individual academic success and to creating a community of respect and responsibility.

### SCHOOL PROFILE

Community: San Juan High School, which opened in 1913, is located in the city of Citrus Heights, northeast of the state capitol, Sacramento, California. The student population is 41% Hispanic, 38% White, 15% African American and 16% other. 12% of the student population are English Language Learners (ELL). Just over 82% of students receive free/reduced lunch.

School: San Juan High School is a comprehensive public school of approximately 634 students in grades 9-12, and holds a six-year accreditation from the Western Association of Schools and Colleges. Most students are required to participate in a career pathway while completing California's University of California/California State University A-G college preparatory requirements. Starting with the graduating class of 2013 all students are required to take a freshman academy class. This class introduces students to the five career pathways: Construction Technology; Hospitality Management; Media Production; Innovation Design and Manufacturing, and Transportation Technology. At the end of the freshman year students are interviewed for a pathway to begin their sophomore year and continue with a progression of classes through senior year. All pathways courses, depending on the grade level, are approved A-G by University of California system and can be used to apply for 4-year colleges. In addition Transportation Technology at the junior and senior level and Innovation Design and Manufacturing at the senior level allow students to be co-enrolled at American River College for college credit.

The Construction Technology pathway leads to a skills certificate, job placement or higher education opportunities. Graduates will be well prepared to work or continue their education in architecture, building inspection technology, or construction management. Students will learn carpentry technology, blueprint reading, land preparation, basic plumbing and electrical installations, roofing as well as safety and first-aid procedures.

The Hospitality Management pathway allows students to earn college credits towards a food service and management or culinary arts degree at Johnson and Wales University and the Culinary Institute of America. The Bakery Academy is recognized statewide and offers students a chance to create works of art and gain experience leading these students to entry-level and advanced job opportunities.

The Media Production pathway offers a chance to learn essential graphic design tools used to produce videos, create digital animation and learn what it takes to manage the creative process from concept development, to marketing and production. Students will take advantage of the latest hardware and software, and have the opportunity to produce real world projects for professional clients.

Innovation Design and Manufacturing pathway represents a contextualized, laboratory-based, integrated curriculum opportunity for all high school students to learn about drafting, design, and product innovation. Students will develop critical thinking skills through a variety of multimodal, problem-solving techniques. Students will gain hands-on skills in product design and innovation, measurement systems, shop safety practices, and materials and tools. The integrated content focuses on competence in an age of rapidly advancing technology and providing students with the basis for making wise academic and career choices.

The Transportation Technology pathway provides instruction and hands-on experience with the operation of repair facilities, repair skills for National Automotive Technicians Education Foundation (NATEF) specialties, and installation methods for aftermarket electronics. Paid work and internships are part of the program, offering students valuable work experience and an entry into the profession. The program leads to Automotive Service Excellence and Regional Occupation Program skill certificates and will prepare students to continue their education in automotive engineering, diesel mechanics, or transportation research and design.

Students that are focusing on qualifying for 4-year college/university admissions are encouraged to enroll in the AVID (Advancement via Individual Determination) program. AVID was founded on the belief that acceleration, academic challenge, and support are the basic principles for helping students succeed academically.

Student activities include, but are not limited to, student government, yearbook, band, drama, athletics, and ASSETs (After School Safety and Enrichment for Teens) program where students are assisted with tutoring and can participate in clubs for up to three hours after school each day.

School Staffing: The professional staff consists of; three full time administrators, three full time counselors, 29 full-time teachers, 5 full-time special education teachers, 2 full time bilingual instructional assistants, one part-time speech and language specialist, one part-time psychologist, and one full time library/media specialist.

Grading Standards: Classes are graded on a four-point scale of A=4, B=3, C=2, D=1, and F=0. Advanced Placement courses add one grade point for each class with a "C" grade or better. Both weighted and un-weighted grades are reflected on the transcript, as well as a state GPA, which excludes all ninth grade, and physical education grades. All courses attempted are listed on the transcript. In cases where a course is repeated, only the higher grade is calculated into the GPA.

Curriculum & Graduation Requirements: Graduation requirements include four years of English, one year of visual/performing art, two years of science, three and one-half years of social science, one year of high math (Integrated Math 1 and above), and one additional year of math. Students are also encouraged to complete a sequence of career pathway courses, and UC/CSU A-G requirements.

Students are enrolled in seven classes on a traditional schedule for each semester (18 weeks). Most classes are required for both fall and spring semesters. Each day student's attend seven classes that meet for 53 minutes each.

Advanced Placement Calculus courses are offered to all qualified students regardless of grade level. AP U.S. History and English Language & Composition are available to all juniors. AP English Literature and AP US Government and Politics is available to all seniors, and AP Biology is available to all juniors and seniors who have completed biology and chemistry. This is our first year offering AP World History to sophomores and AP Psychology to seniors as an elective.

**Student Enrollment by Grade Level (School Year 2017-18)**

Grade Level	Number of Students
Grade 9	141
Grade 10	139
Grade 11	151
Grade 12	165
Total Enrollment	596

**Student Enrollment by Group (School Year 2017-18)**

Student Group	Percent of Total Enrollment
Black or African American	11.4
American Indian or Alaska Native	1.0
Asian	1.3
Filipino	1.5
Hispanic or Latino	39.8
Native Hawaiian or Pacific Islander	0.8
White	40.6
Socioeconomically Disadvantaged	80.4
English Learners	9.9
Students with Disabilities	16.6
Foster Youth	2.3

**A. Conditions of Learning**

**State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

**Teacher Credentials**

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	37	38	39	1968
Without Full Credential	2	1	0	50
Teaching Outside Subject Area of Competence (with full credential)	0	3	0	0

**Teacher Misassignments and Vacant Teacher Positions**

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

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

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)**

**Year and month in which data were collected:** September, 2018

San Juan Unified held a public hearing on September 11, 2018 and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information collected in September 2018 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school. If you would like more information on the textbooks and instructional materials please visit our website: <http://www.sanjuan.edu/Page/23485> In July 2009, EC Section 60200.7. The State Board of Education has adopted frameworks for ELA/ELD, Math, Science and Social Sciences, and has identified an approved list of instructional materials available for adoption. For more information regarding San Juan’s textbook adoption schedule, please visit our website: <http://www.sanjuan.edu/cms/lib8/CA01902727/Centricity/Domain/140/Textbook%20Piloting%20adoption%20Schedule.pdf>.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	2016 Houghton Mifflin Harcourt - California Collections, Grades 9, 10, 11, 12 2015: Oxford University Press - English A: Literature (IB Diploma Programme) 2016: Bedford, Freeman, and Worth - The Language of Composition 2016: Pearson - Literature: An Introduction to Reading and Writing	Yes	0.0
<b>Mathematics</b>	2016: Cengage - Calculus 2016: Cengage - Calculus of a Single Variable 2016: Pearson - Elementary Statistics: Picturing the World 2018: Ramsey Education - Foundations in Personal Finance 2015: Houghton Mifflin Harcourt - Integrated Mathematics 1,2,3, Volumes 1 & 2 2007: Pearson - Mathematical Ideas 2018: McGraw-Hill - Mathematics for Business and Personal Finance 2017: Haese Mathematics - Mathematics for the INternational Student - Mathematics SL 2017: Cambridge University Press - Mathematics Higher Level for the IB Diploma & Mathematics Studies Standard Level for the IB Diploma 2016: Bedford, Freeman, and Worth - The Practice of Statistics for the jAP Exam 2016: Cengage – Precalculus	Yes	0.0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Science</b>	2009 Prentice Hall: Biology, 2013: Bio-Rad Laboratories - Biotechnology: A Laboratory Skills Course 2007: Pearson - Chemistry 2013: Cengage - Chemistry and Chemical Reactivity 2007: Cengage - Chemistry and Chemical Reactivity- 8th edition 2008: Pearson Conceptual Integrated Science 2009: Pearson - Conceptual Physics 2002: Pearson - Earth Science 2002: Glencoe/McGraw-Hill - Earth Science: Geology, the Environment, and the Universe 2009: Houghton Mifflin Harcourt - Environmental Science 2012: Wiley - Environmental Science: Earth as a Living Planet 208: Cengage Learning Essentials of College Physics 2007: Wiley - Foundations of College Chemistry 2016: Pearson - Human Anatomy and Physiology 2006: Houghton Mifflin Harcourt - Lifetime Health 2009: Cengage - Living in the Environment 2016: Bedford, Freeman, and Worth - Myers' Psychology for AP 2009: Cambridge University Press- Physics for the IB Diploma 2016: Bedford, Freeman, and Worth - Thinking About Psychology	Yes	0.0
<b>History-Social Science</b>	2017: Cengage - The American Pageant - AP Edition 2007: Houghton Mifflin Harcourt - The Americans: Reconstruction to the 21st Century 2016: Oxford University Press - History of the Americas: 1880-1981 (IB Diploma Programme) 2007: Houghton Mifflin Harcourt - Modern World History: Patterns of Interaction 2000, 2005 and 2011: Oxford University Press - The Twentieth-Century World and Beyond: An international History since 2900, 4th, 5th & 6th Edition 2018: Bedford, Freeman and Worth - Ways of the World in a Global History with Sources-For the AP Course 2018: Pearson - Government in America People, Politics, and Policy-AP Edition 2018: McGraw-Hill - Principles of American Democracy-Impact California Social Studies	Yes	0.0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Foreign Language</b>	2009: Cheng and Tsui - Integrated Chinese: Levels 1 and 2 2009: Cengage - Jia You! Chinese for the Global Community 1 & 2 1999: Cheng and Tsui - Ni Hao 3: An Introduction to Chinese 2003: Cheng and Tsui - Ni Hao 4: Chinese Language Course, Advanced Level: Traditional Character Edition 2017: Wayside - French - Apprenons 2016: Houghton Mifflin Harcourt, French - Ben Dit! Volumes 1, 2, 3 2017: Pearson - Francais B - Livre de L'etudiant 2017: Oxford University Press - IB French B Course Book: Oxford IB Diploma Program 2017: Vista Higher Learning - French - Imaginez 2018: Cheng and Tsui - Adventures in Japanese 1, 2, 3 2017: Houghton Mifflin Harcourt - Spanish - Avancemos! 3 and 4 2017 Pearson - Spanish - Ecuencros Maravillosos 2015 Pearson - Spanish - Realidades 1 and 2 2017: Vista Higher Learning - Spanish – Temas	Yes	0.0%
<b>Health</b>	2006: Houghton Mifflin Harcourt - Lifetime Health	Yes	0.0%
<b>Science Laboratory Equipment (grades 9-12)</b>	The school stocks an adequate supply of equipment for its students. Inventory includes, but is not limited to: microscopes, slides, ring stands, clamps, support rings, utility clamps, test tubes, test tube holders and brushes, tongs, flasks, beakers, and Bunsen burners. For more information, please call the school office.	Yes	0.00%

### School Facility Conditions and Planned Improvements (Most Recent Year)

The first phases of the current modernization at San Juan High School began in the spring of 2009. San Juan High School has sufficient classrooms to house the student population. Each classroom has fire and intrusion monitoring and alarms, a telephone, television, and internet connections. The site custodial/maintenance team works diligently to keep the campus clean and operational. The District continues to provide gardening and landscape maintenance as well as support to keep the major systems such as plumbing, electrical, heating and air conditioning, etc., functioning. Staff and community members still share concerns about the condition of San Juan High School's driveways, parking lots and athletic fields. In 2005, under the local Measure J Bond, the science rooms were upgraded with cabinets, counters, power, gas, flooring and painted. The summer 2009 was the start of a 5 year remodel which linked to the new San Juan High curriculum program. This project was funded by multiple sources including Measure-S and Measure-J bonds. Projects included the completion of renovated auto, engineering and construction buildings, digital media/TV studios, a new 10,000 sq ft culinary building, upgraded and new infrastructure including electrical, plumbing, and data lines, and landscaping including new front fencing, walkways, plants, parking lots, and lighting all around the campus. Additionally, all classrooms were fitted with an integrated audio/visual system which included a ceiling mounted digital projector, screen, audio speakers, and an integrated wall-mounted control panel. The new administration building was completed in December 2011. The auditorium was opened in November of 2012. Winter 2013/Spring 2014, the Performing Arts Theater, through Measure J funds, received a complete renovation including walls, flooring, interior painting, renovation of theater seating, stage, lighting, sound system, foyer doors, path of travel, ADA access.

The Board of Education and the Superintendent's policy is to ensure that all students are provided with a safe and well-maintained learning environment. The board approved resolutions in 1998 and 2002 to adequately fund maintenance activities and preserve the repairs and improvements funded by two facility bond measures. The school buildings, classrooms and grounds are safe, clean and functional. An inspection of the facility was conducted in August 2018 and determined that there were no unsafe conditions that required emergency repairs. District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A computer automated work order process is used to ensure efficient service and that emergency repairs and health and safety repairs are given the highest priority. The Board of Education has adopted cleaning standards and custodial staffing requirements for all schools in the district. This school meets the Board's standards for custodial staffing and cleanliness. The school's custodians are trained in the proper use of cleaning chemicals and Integrated Pest Management techniques. They are managed day to day by the Principal with assistance from the district's maintenance department. The district participates in the State School Deferred Maintenance Program, with funding allocated for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. Annually the district budgets \$2 million dollars for deferred maintenance activities.

**School Facility Good Repair Status (Most Recent Year)**

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

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

<b>School Facility Good Repair Status (Most Recent Year)</b> Year and month of the most recent FIT report: 08/28/2018		
<b>System Inspected</b>	<b>Repair Status</b>	<b>Repair Needed and Action Taken or Planned</b>
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

**Overall Facility Rating (Most Recent Year)**

<b>Year and month of the most recent FIT report: 08/28/2018</b>	
<b>Overall Rating</b>	<b>Exemplary</b>

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

#### CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	27.0	31.0	44.0	45.0	48.0	50.0
Mathematics (grades 3-8 and 11)	10.0	11.0	33.0	34.0	37.0	38.0

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

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

#### CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	160	150	93.75	31.33
Male	85	78	91.76	24.36
Female	75	72	96.00	38.89
Black or African American	15	15	100.00	20.00
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	62	59	95.16	25.42
Native Hawaiian or Pacific Islander	--	--	--	--
White	70	64	91.43	35.94
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	130	125	96.15	29.60
English Learners	39	34	87.18	8.82
Students with Disabilities	23	22	95.65	4.55
Foster Youth	--	--	--	--

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	160	152	95	11.18
Male	85	79	92.94	12.66
Female	75	73	97.33	9.59
Black or African American	15	15	100	0
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	62	58	93.55	6.9
Native Hawaiian or Pacific Islander	--	--	--	--
White	70	66	94.29	15.15
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	130	126	96.92	9.52
English Learners	39	37	94.87	0
Students with Disabilities	23	22	95.65	4.55
Foster Youth	--	--	--	--

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Science for All Students  
Grades Five, Eight, and Ten**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

## Career Technical Education Programs (School Year 2017-18)

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San Juan Unified defines their career paths following the strict criteria set within the Perkins Act and/or the California Partnership guidelines. The CTE department collects data on the number of students moving through our local sequences. Some CTE courses, because of the time requirements, internship element and industry standards they meet, are defined as a sequence within themselves. Introductory CTE courses are found throughout our schools, concentrators are students who take a second level course within the same career path, and students are referred to as completers when they complete a sequence of courses leading to certification, employability, and/or further technical training. Capstone courses are defined as completer based on length of course, sequence, and skill development.

The CTE capstone course leads to a certificate/industry skill sheet or license if applicable. The program also provides the student with academic and technical knowledge and skill through integrated academic and technical instruction. The programs prepare students to enter current or emerging careers for further training within the career path for which there is gainful employment. All students are provided practical experiences to pursue post high school employment and gain course work that is A-G compliant.

San Juan Unified also provides students career preparation through enrollment in California Partnership Academies. We have three California Partnership Academies in the areas of: business–finance/entrepreneurship, pre-engineering/product innovation, and Sports Careers and Opportunities in Recreation (SCORE). Our schools have numerous career paths opportunities beyond the state funded California Partnership Academy.

San Juan offers the following CTE pathways and courses:

### Food Service & Hospitality Pathway (Bakery)

- Foods/Nutrition I
- Foods/Nutrition II
- Bakery Academy I
- Bakery Academy II (capstone completion course)

### Food Service & Hospitality Pathway (Culinary)

- Foods/Nutrition I
- Foods/Nutrition II
- Culinary Arts I
- Culinary Arts II (capstone completion course)

### Production & Managerial Arts Pathway

- Digital Imaging
- Digital Media
- Broadcast & Video Production (capstone completion course)

### Product Innovation & Design Pathway

- Introduction to Innovation Design & Manufacturing Technology
- Innovation Design & Manufacturing Technology
- Advanced Innovation Design & Manufacturing Technology (capstone completion course)

### Residential & Commercial Construction Pathway

- Woodworking
- Construction Technology
- Advanced Construction Technology (capstone completion course)

### Systems Diagnostics, Service, and Repair Pathway

- Introduction to Automotive Careers
- Auto Maintenance and Light Repair I
- Auto Maintenance and Light Repair II (capstone completion course)

How does this class support student achievement?

Students who engage in the pathways at San Juan High School find relevance in their studies, are provided an opportunity to apply their academic and industry skills to every day problems, are taught to think critically, and are required to act professionally.

How does the school address the needs of all students in career preparation?

Through the IEP process special education students may be scheduled into CTE courses. Students are provided the support and necessary curriculum modification as outlined in the IEP. CTE provides extended testing time, extra assignment time and support where appropriate. Since our CTE courses work to integrate and support the academic standards, the students will be exposed to “hands on” activities and participate in solving real life problems.

How are the courses evaluated for effectiveness?

The capacity to serve a “significant” number of students and the degree to which the program attains specific outcomes are assessed yearly. Completion rates, graduation rates, and completion of a sequence are all evaluated yearly. The number of completion certificates issued and the attainment of specific industry skills is analyzed. Data on attendance is also collected.

**Career Technical Education Participation (School Year 2017-18)**

Measure	CTE Program Participation
Number of pupils participating in CTE	445
% of pupils completing a CTE program and earning a high school diploma	82
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	100

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

UC/CSU Course Measure	Percent
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	96.4
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	9.9

**State Priority: Other Pupil Outcomes**

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

**California Physical Fitness Test Results (School Year 2017-18)**

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	23.8	23.1	16.9

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

**C. Engagement**

**State Priority: Parental Involvement**

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

## Opportunities for Parental Involvement (School Year 2018-19)

### Parent Involvement

Parents are an integral part of the learning environment and school community at San Juan High School. Parents are encouraged to participate in the learning of their students and assist in the emotional and physical safety of our school community.

- The Booster Club is run exclusively by parents and assists in the development of scholarship funds for SJHS students as well as financial and "manpower" assistance for programs in athletics, visual and performing arts, clubs, and other school-sponsored activities.
- Spartan Family Club provides support in school climate and student recognition, offers incentives for positive student academics and behavior, giving assistance in school-sponsored activities and clubs, as well as providing donations to supplement teacher's classrooms.
- English Language Advisory Council (ELAC) provides second-language parents an opportunity to contribute to the school and make recommendations on how their students can be supported in both academic and social settings.
- Home/School Communication is offered through the school web site, regular email, phone communications, and the Weekly Newsflash.
- School Site Council includes parents on decision making for budgetary and program support needs.
- Volunteers are an essential part of any school/community partnership. Parents are encouraged to participate in any way they are able including chaperoning field trips, classroom assistance, and as office volunteers.

### Contact Information:

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the principal, Vanessa Adolphson at (916) 971-5112.

## State Priority: Pupil Engagement

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

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

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

Indicator	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
<b>Dropout Rate</b>	17.7	15.9	14.2	9.2	8.8	10.3	10.7	9.7	9.1
<b>Graduation Rate</b>	68.9	76.1	77.5	82.7	83.8	78.3	82.3	83.8	82.7

For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

### Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Group	Graduating Class of 2017		
	School	District	State
All Students	79.2	87.3	88.7
Black or African American	74.1	79.4	82.2
American Indian or Alaska Native	75.0	75.8	82.8
Asian	80.0	97.2	94.9
Filipino	100.0	94.4	93.5
Hispanic or Latino	73.7	82.1	86.5
Native Hawaiian/Pacific Islander	100.0	89.5	88.6
White	82.7	88.9	92.1
Two or More Races	100.0	98.0	91.2
Socioeconomically Disadvantaged	80.8	86.1	88.6
English Learners	45.0	51.1	56.7
Students with Disabilities	78.1	60.7	67.1
Foster Youth	100.0	75.5	74.1

### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

### Suspensions and Expulsions

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	13.2	17.3	30.2	5.7	5.8	5.8	3.7	3.7	3.5
Expulsions	0.5	0.5	0.4	0.1	0.1	0.1	0.1	0.1	0.1

### School Safety Plan (School Year 2018-19)

San Juan High School makes safety a top priority. The School Site Council/Safety Team last updated the comprehensive school safety plan on May 2018 after reviewing it at a public meeting on May 15, 2018 at School Site Council. The plan includes a review of safety data for the campus, incident response information in case of fire, earthquakes and other dangers, and details on safety policies. A copy of the plan is available for review in the school office.

Drills are held on a regular basis to include fire drills, earthquake drills and intruder drills.

Safety is a shared responsibility and our school is supported by the district's Safe Schools program in coordination with the Sacramento Sheriff's Department and Citrus Heights Police Department. The Safe Schools program provides district employed safety specialists who provide safety advice, training and respond to critical incidents. They are supplemented by uniformed law enforcement officers dedicated to working with San Juan Unified schools.

**Average Class Size and Class Size Distribution (Secondary)**

Subject	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	19.0	19	13	7	21.0	12	15	5	17.0	14	11	2
Mathematics	17.0	15	9	3	15.0	12	7		17.0	18	12	
Science	21.0	8	12	2	21.0	7	12	2	20.0	6	15	
Social Science	17.0	27	10	7	18.0	20	10	8	15.0	27	16	1

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

**Academic Counselors and Other Support Staff (School Year 2017-18)**

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	3	250
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	1.0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	0.5	N/A
Social Worker	0	N/A
Nurse	0.5	N/A
Speech/Language/Hearing Specialist	0.2	N/A
Resource Specialist (non-teaching)	0	N/A
Other	0	N/A

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

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

**Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	31580	2504	29076	\$43,774
District	N/A	N/A	\$5,013	\$76,908
Percent Difference: School Site and District	N/A	N/A	141.2	-53.6
State	N/A	N/A	\$7,125	\$80,764
Percent Difference: School Site and State	N/A	N/A	126.2	-57.6

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

### Types of Services Funded (Fiscal Year 2017-18)

The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

Supplemental/Restricted expenditures come from money whose use is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures, except for general guidelines, is not controlled by law or donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

### Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$45,492	\$47,903
Mid-Range Teacher Salary	\$77,878	\$74,481
Highest Teacher Salary	\$91,856	\$98,269
Average Principal Salary (Elementary)	\$106,389	\$123,495
Average Principal Salary (Middle)	\$111,560	\$129,482
Average Principal Salary (High)	\$135,771	\$142,414
Superintendent Salary	\$268,440	\$271,429
Percent of Budget for Teacher Salaries	36.0	35.0
Percent of Budget for Administrative Salaries	6.0	5.0

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

### Advanced Placement (AP) Courses (School Year 2017-18)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	2	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	1	N/A
Science	0	N/A
Social Science	1	N/A
All courses	4	10.7

Cells with N/A values do not require data.

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

## Professional Development (Most Recent Three Years)

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Professional development is a key part of the continuous improvement process for educators. The goal of our quality professional development is to support the learning of teachers and paraprofessionals to positively impact student achievement. Annually, teachers and site administrators participate in professional development in a variety of opportunities. Seventy-five minutes per week are dedicated to staff collaboration and training planned by site leadership teams. The District also provides a cycle of continuous professional development for Administrators through Principal Networks as well as Leadership Academies.

The District provides professional development opportunities for teachers and administrators that support the implementation of Common Core State Standards in English language arts, mathematics, science, social studies, and the ELA/ELD Framework. Specific professional development initiatives include: Culturally Responsive Practices, Critical Literacy, TK-2 Reading, Supporting Independence and Engagement through Reading and Writing, Math to the Core, Expository Reading and Writing Course, and ELD Foundations. District departments, Center for Teacher Support, grant-funded projects, and the San Juan Teacher's Association sponsor additional training opportunities. Professional development opportunities are voluntary for teachers and are provided throughout the year in a variety of formats: during the school day, after school, on Saturdays, and during summer and vacation breaks. Many teachers and administrators also take advantage of opportunities with Sacramento County Office of Education, California Department of Education, the college/university programs, state/national education organizations, and private educational institutes.

What grounds the professional development in the district is the District Strategic Plan and the Local Control Accountability Plan. Professional Development is further determined using one or more of the following: (a) student achievement data, (b) staff survey data, and (c) district-identified goals. Professional development addresses the Common Core State Standards, teaching strategies, curriculum, assessment, technology, classroom management, safety, and leadership. Administrator training accompanies professional development in district focus areas, providing implementation support for teachers on site. Content-area coaches are available at some schools. Additional classroom support is provided to new and struggling teachers by consulting teachers from the Center for Teacher Support.

Paraprofessionals are encouraged to participate in professional development at the district and site level. Specifically designed training is also offered to non-instructional support staff such as clerical and custodial staff that includes both operational and instructional topics.