

San Juan High School

2021 School Accountability Report Card

General Information about the School Accountability Report Card (SARC)

SARC Overview



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

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at www.cde.ca.gov/fg/aa/lc/

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



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

California School Dashboard



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

Internet Access

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

2021-22 School Contact Information

| | |
|--|---|
| School Name | San Juan High School |
| Street | 7551 Greenback Lane |
| City, State, Zip | Citrus Heights CA, 95610 |
| Phone Number | (916) 971-5188 |
| Principal | Judy Billingsley |
| Email Address | judy.billingsley@sanjuan.edu |
| School Website | https://www.sanjuan.edu/sanjuan |
| County-District-School (CDS) Code | 34674473438504 |

2021-22 District Contact Information

| | |
|---------------------------------|----------------------------------|
| District Name | San Juan Unified School District |
| Phone Number | (916) 971-7700 |
| Superintendent | Kent Kern |
| Email Address | info@sanjuan.edu |
| District Website Address | www.sanjuan.edu |

2021-22 School Overview

The mission statement for San Juan High School is as follows:

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

The vision statement for San Juan High School is:

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

San Juan High School, which opened in 1913, is located in the city of Citrus Heights, northeast of the state capitol of Sacramento, California. San Juan is a comprehensive public school that serves grades nine through twelve and holds a six-year accreditation from the Western Association of Schools and Colleges. 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 students attend seven classes that meet for 53 minutes each. The school staff is divided into small learning communities that meet weekly. Over the course of a year, these teams of teachers work collaboratively to support students with appropriate academic and social-emotional interventions to help them achieve high levels of academic and post-secondary success.

Most students 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 which introduces them to the four career pathways: Construction Technology, Hospitality Management, Media Production and Transportation Technology. At the end of their 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, meet the University of California A-G matriculation requirements. In addition, students taking Transportation Technology at the junior and senior level allows them to be dual enrolled at American River College for college credit as well.

San Juan High School has a robust AVID (Advancement Via Individual Determination) program designed to support students wishing to pursue 4-year college/university admission. AVID was founded on the belief that acceleration, academic challenge, and support are the basic principles for helping students succeed academically. Moreover, all students have unrestricted access to a variety of Advanced Placement courses to help prepare them with the tools necessary to achieve at the college level.

2021-22 School Overview

Student activities include, but are not limited to: student government, yearbook, band, choir, clubs, and athletics. Since San Juan High School is a small school, student-athletes have the opportunity to participate in multiple sports per year. Additionally, San Juan High School students are empowered through the Restorative Justice program and clubs (e.g., Latino Dreams, BSU, Educational Leaders, and Girls Club) to make their voice heard, promote advocacy, and lead positive change. San Juan High School also has an ASSETs (After School Safety and Enrichment for Teens) program where students are assisted with free tutoring, and can participate in clubs for up to three hours after school each day.

About this School

2020-21 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Grade 9 | 182 |
| Grade 10 | 137 |
| Grade 11 | 158 |
| Grade 12 | 126 |
| Total Enrollment | 603 |

2020-21 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| American Indian or Alaska Native | 1.2 |
| Asian | 2.5 |
| Black or African American | 11.4 |
| Filipino | 1.7 |
| Hispanic or Latino | 42.6 |
| Native Hawaiian or Pacific Islander | 0.7 |
| Two or More Races | 6.3 |
| White | 33.7 |
| English Learners | 12.4 |
| Foster Youth | 0.8 |
| Homeless | 11.6 |
| Socioeconomically Disadvantaged | 69 |
| Students with Disabilities | 18.7 |

A. Conditions of Learning

State Priority: Basic

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

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

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

2020-21 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 18.7 | 59.5 | 1679.2 | 71.8 | 228366.1 | 83.1 |
| Intern Credential Holders Properly Assigned | 0.0 | 0.0 | 21.0 | 0.9 | 4205.9 | 1.5 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 0.0 | 0.3 | 49.3 | 2.1 | 11216.7 | 4.1 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0.6 | 1.9 | 297.3 | 12.7 | 12115.8 | 4.4 |
| Unknown | 12.0 | 38.3 | 291.3 | 12.5 | 18854.3 | 6.9 |
| Total Teaching Positions | 31.5 | 100.0 | 2338.4 | 100.0 | 274759.1 | 100.0 |

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

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

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

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

| Indicator | 2020-21 |
|---|---------|
| Credentialed Teachers Authorized on a Permit or Waiver | 0.6 |
| Local Assignment Options | 0.0 |
| Total Out-of-Field Teachers | 0.6 |

2020-21 Class Assignments

| Indicator | 2020-21 |
|--|---------|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | 0.6 |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 0.0 |

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

San Juan Unified held a public hearing on September 28, 2021 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 2021 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>.

Year and month in which the data were collected

September 2021

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption ? | Percent Students Lacking Own Assigned Copy |
|------------------------------|--|-----------------------------|--|
| Reading/Language Arts | 2016 Houghton Mifflin Harcourt - California Collections, Grades 9, 10, 11, 12 2016: Bedford, Freeman, and Worth - The Language of Composition 2016: Pearson - Literature: An Introduction to Reading and Writing | Yes | 0.0 |
| Mathematics | 2016: Cengage - Calculus 2016: Cengage - Calculus of a Single Variable 2016: Pearson - Elementary Statistics: Picturing the World | Yes | 0.0 |

| | | | |
|-------------------------------|--|-----|-----|
| | <p>2018: Ramsey Education - Foundations in Personal Finance</p> <p>2015: Houghton Mifflin Harcourt - Integrated Mathematics 1,2,3, Volumes 1 & 2</p> <p>2007: Pearson - Mathematical Ideas</p> <p>2018: McGraw-Hill - Mathematics for Business and Personal Finance</p> <p>2017: Haese Mathematics - Mathematics for the International Student - Mathematics SL</p> <p>2016: Bedford, Freeman, and Worth - The Practice of Statistics for the AP Exam</p> <p>2016: Cengage – Precalculus</p> | | |
| Science | <p>2009 Pearson: Biology</p> <p>2019 Savvas: AP Biology-Campbell in Focus</p> <p>2009 Pearson: Biology-Concepts and Connections</p> <p>2013 Bio-Rad Laboratories: Biotechnology-A Laboratory Skills Course</p> <p>2007 Pearson: Chemistry</p> <p>2018 Cengage: Chemistry (AP Edition), 10th edition</p> <p>2008 Pearson: Conceptual Integrated Science</p> <p>2009 Pearson: Conceptual Physics</p> <p>2002 Pearson: Earth Science</p> <p>2020 Savvas: College Physics-Explore and Apply, 2nd edition</p> <p>2002 Glencoe/McGraw-Hill: Earth Science-Geology, the Environment, and the Universe</p> <p>2009 HMH: Environmental Science</p> <p>2021 Cengage: Exploring Environmental Science (updated)</p> <p>2016 Pearson: Human Anatomy and Physiology</p> | Yes | 0.0 |
| History-Social Science | <p>2019 McGraw-Hill: California Impact-United States History and Geography, Continuity and Change</p> <p>2019 McGraw-Hill: California Impact-World History, Culture and Geography, The Modern World</p> <p>2016 Oxford University Press: History of the Americas-1880-1981 (IB Diploma Programme)</p> <p>2011 Oxford University Press: The Twentieth-Century World and Beyond-An International History Since 1900, 6th ed.</p> <p>2018 Bedford, Freeman, and Worth: Ways of the World-A Global History with Sources, for the AP course</p> <p>2018 Pearson: Government in America-People, Politics, and Policy, AP edition</p> <p>2018 McGraw-Hill: Principles of American Democracy</p> <p>2015 Back Bay Books: A Different Mirror-A History of Multicultural America</p> <p>2015 Harper Collins: A People's History of the United States, 1492-present</p> <p>2020 Oxford University Press: Oxford IB Diploma Programme-IB Economics Course Book</p> <p>2019 Bedford, Freeman, and Worth: Krugman's Economics for the AP course</p> <p>2018 Norton: Essentials of Cultural Anthropology-A Toolkit for a Global Age</p> <p>2016 Bedford, Freeman, and Worth: Explorations in Economics</p> <p>2017 National Geographic: National Geographic-World Cultures and Geography</p> <p>2019 Perfection Learning Corp: AMSCO AP Human Geography</p> <p>2020 Bedford, Freeman, and Worth: A History of Western Society</p> | Yes | 0.0 |

| | | | |
|---|---|-----|-------|
| | <p>2018 Norton: Principles of Macroeconomics</p> <p>2017 McGraw-Hill: Sociology and You</p> <p>2001 Glencoe/McGraw-Hill: Street Law-A Course in Practical Law</p> <p>2016 Bedford, Freeman, and Worth: Myers' Psychology for AP</p> <p>2016 Bedford, Freeman and Worth: Thinking about Psychology</p> | | |
| Foreign Language | <p>2017: Wayside- Apprenons</p> <p>2016: Houghton Mifflin Harcourt – Bien dit! 1</p> <p>2016: Houghton Mifflin Harcourt – Bien dit! 2</p> <p>2016: Houghton Mifflin Harcourt – Bien dit! 3</p> <p>2017: Vista Higher Learning – Imaginez</p> <p>2018: Cheng and Tsui- Adventures in Japanese 1</p> <p>2018: Cheng and Tsui- Adventures in Japanese 2</p> <p>2018: Cheng and Tsui- Adventures in Japanese 3</p> <p>2018: Cheng and Tsui- Dekiru! An AP Japanese Preparation Course</p> <p>2017: Houghton Mifflin Harcourt- Avancemos! 3</p> <p>2017: Houghton Mifflin Harcourt- Avancemos! 4</p> <p>2015: Pearson- Realidades 1</p> <p>2015: Pearson- Realidades 2</p> <p>2017: Vista Higher Learning- Temas</p> <p>2019: Cengage Learning – El Mundo Hispano 21-espanol para el siglo 21-Curso Intermedio</p> <p>2018: Sign Media Inc. – Master ASL! – Level One</p> <p>2019: Sign Enhancers Inc. – ASL Grammatical Aspects Guide</p> | Yes | 0.0% |
| Health | 2006: Houghton Mifflin Harcourt - Lifetime Health | Yes | 0.0% |
| Visual and Performing Arts | | | |
| Science Laboratory Equipment (grades 9-12) | 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

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 October 2020 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.

Year and month of the most recent FIT report

09/07/2021

| System Inspected | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
|---|-----------|-----------|-----------|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | | |
| Interior: Interior Surfaces | X | | | |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | X | | | |
| Electrical | X | | | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | X | | | |
| Safety: Fire Safety, Hazardous Materials | X | | | |
| Structural: Structural Damage, Roofs | X | | | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | | |

Overall Facility Rate

| Exemplary | Good | Fair | Poor |
|------------------|-------------|-------------|-------------|
| X | | | |

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

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

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 164 | NT | NT | NT | NT |
| Female | 67 | NT | NT | NT | NT |
| Male | 97 | NT | NT | NT | NT |
| American Indian or Alaska Native | -- | NT | NT | NT | NT |
| Asian | -- | NT | NT | NT | NT |
| Black or African American | 16 | NT | NT | NT | NT |
| Filipino | -- | NT | NT | NT | NT |
| Hispanic or Latino | 69 | NT | NT | NT | NT |
| Native Hawaiian or Pacific Islander | -- | NT | NT | NT | NT |
| Two or More Races | -- | NT | NT | NT | NT |
| White | 65 | NT | NT | NT | NT |
| English Learners | 24 | NT | NT | NT | NT |
| Foster Youth | -- | NT | NT | NT | NT |
| Homeless | 36 | NT | NT | NT | NT |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 109 | NT | NT | NT | NT |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 25 | NT | NT | NT | NT |

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 164 | NT | NT | NT | NT |
| Female | 67 | NT | NT | NT | NT |
| Male | 97 | NT | NT | NT | NT |
| American Indian or Alaska Native | -- | NT | NT | NT | NT |
| Asian | -- | NT | NT | NT | NT |
| Black or African American | 16 | NT | NT | NT | NT |
| Filipino | -- | NT | NT | NT | NT |
| Hispanic or Latino | 69 | NT | NT | NT | NT |
| Native Hawaiian or Pacific Islander | -- | NT | NT | NT | NT |
| Two or More Races | -- | NT | NT | NT | NT |
| White | 65 | NT | NT | NT | NT |
| English Learners | 24 | NT | NT | NT | NT |
| Foster Youth | -- | NT | NT | NT | NT |
| Homeless | 36 | NT | NT | NT | NT |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 109 | NT | NT | NT | NT |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 25 | NT | NT | NT | NT |

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

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

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

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

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

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

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

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

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

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

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|--|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 110 | NT | NT | NT | NT |
| Female | 57 | NT | NT | | |
| Male | 53 | NT | NT | | |
| American Indian or Alaska Native | -- | NT | NT | NT | NT |
| Asian | -- | NT | NT | NT | NT |
| Black or African American | 16 | NT | NT | NT | NT |
| Filipino | -- | NT | NT | NT | NT |
| Hispanic or Latino | 50 | NT | NT | NT | NT |
| Native Hawaiian or Pacific Islander | -- | NT | NT | NT | NT |
| Two or More Races | -- | NT | NT | NT | NT |
| White | 30 | NT | NT | NT | NT |
| English Learners | 17 | NT | NT | NT | NT |
| Foster Youth | -- | NT | NT | NT | NT |
| Homeless | 30 | NT | NT | NT | NT |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 68 | NT | NT | NT | NT |
| Students Receiving Migrant Education Services | -- | NT | NT | NT | NT |
| Students with Disabilities | 18 | NT | NT | NT | NT |

2020-21 Career Technical Education Programs

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 patient care. 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: Culinary

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

Production & Managerial Arts Pathway: Video

- Introduction to Video Production
- Video Production
- Broadcast & Video Production (capstone completion course)

Residential & Commercial Construction Pathway: Construction

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

Systems Diagnostics, Service, and Repair Pathway: Automotive

- 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.

2020-21 Career Technical Education (CTE) Participation

| Measure | CTE Program Participation |
|---|---------------------------|
| Number of Pupils Participating in CTE | 378 |
| Percent of Pupils that Complete a CTE Program and Earn a High School Diploma | 85.5 |
| Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education | 100 |

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

| UC/CSU Course Measure | Percent |
|---|---------|
| 2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission | 98.71 |
| 2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission | 18.45 |

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2020-21 California Physical Fitness Test Results

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

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

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

Parent Involvement

2021-22 Opportunities for Parental 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, and other school-sponsored activities.
- The 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, social media and the Weekly Newsflash.
- The 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, Judy Billingsley at (916) 971-5118.

C. Engagement

State Priority: Pupil Engagement

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

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

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

| Indicator | School 2018-19 | School 2019-20 | School 2020-21 | District 2018-19 | District 2019-20 | District 2020-21 | State 2018-19 | State 2019-20 | State 2020-21 |
|------------------------|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| Dropout Rate | 13.2 | 9.0 | 12.5 | 10.9 | 9.6 | 11.1 | 9.0 | 8.9 | 9.4 |
| Graduation Rate | 81.6 | 75.4 | 82.5 | 78.8 | 78.5 | 78.7 | 84.5 | 84.2 | 83.6 |

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

This table displays the 2020-21 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

| Student Group | Number of Students in Cohort | Number of Cohort Graduates | Cohort Graduation Rate |
|---|------------------------------|----------------------------|------------------------|
| All Students | 120 | 99 | 82.5 |
| Female | 61 | 53 | 86.9 |
| Male | 59 | 46 | 78.0 |
| American Indian or Alaska Native | -- | -- | -- |
| Asian | -- | -- | -- |

| | | | |
|--|-----|----|------|
| Black or African American | 17 | 15 | 88.2 |
| Filipino | -- | -- | -- |
| Hispanic or Latino | 57 | 43 | 75.4 |
| Native Hawaiian or Pacific Islander | -- | -- | -- |
| Two or More Races | -- | -- | -- |
| White | 31 | 30 | 96.8 |
| English Learners | 20 | 14 | 70.0 |
| Foster Youth | -- | -- | -- |
| Homeless | 28 | 21 | 75.0 |
| Socioeconomically Disadvantaged | 105 | 84 | 80.0 |
| Students Receiving Migrant Education Services | -- | -- | -- |
| Students with Disabilities | 24 | 19 | 79.2 |

2020-21 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|--|------------------------------|--|----------------------------------|---------------------------------|
| All Students | 697 | 657 | 106 | 16.1 |
| Female | 314 | 299 | 37 | 12.4 |
| Male | 382 | 358 | 69 | 19.3 |
| American Indian or Alaska Native | 8 | 8 | 1 | 12.5 |
| Asian | 17 | 17 | 2 | 11.8 |
| Black or African American | 84 | 77 | 17 | 22.1 |
| Filipino | 10 | 10 | 0 | 0.0 |
| Hispanic or Latino | 284 | 272 | 46 | 16.9 |
| Native Hawaiian or Pacific Islander | 5 | 4 | 1 | 25.0 |
| Two or More Races | 44 | 42 | 8 | 19.0 |
| White | 245 | 227 | 31 | 13.7 |
| English Learners | 108 | 102 | 11 | 10.8 |
| Foster Youth | 14 | 11 | 5 | 45.5 |
| Homeless | 104 | 94 | 24 | 25.5 |
| Socioeconomically Disadvantaged | 488 | 459 | 82 | 17.9 |
| Students Receiving Migrant Education Services | 1 | 1 | 0 | 0.0 |
| Students with Disabilities | 128 | 120 | 33 | 27.5 |

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

| Subject | School 2018-19 | School 2020-21 | District 2018-19 | District 2020-21 | State 2018-19 | State 2020-21 |
|--------------------|----------------|----------------|------------------|------------------|---------------|---------------|
| Suspensions | 15.83 | 1.29 | 4.86 | 0.10 | 3.47 | 0.20 |
| Expulsions | 0.53 | 0.00 | 0.06 | 0.00 | 0.08 | 0.00 |

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

| Subject | School 2019-20 | District 2019-20 | State 2019-20 |
|--------------------|----------------|------------------|---------------|
| Suspensions | 12.22 | 3.11 | 2.45 |
| Expulsions | 0.00 | 0.03 | 0.05 |

2020-21 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|------------------|-----------------|
| All Students | 1.29 | 0.00 |
| Female | 0.32 | 0.00 |
| Male | 2.09 | 0.00 |
| American Indian or Alaska Native | 0.00 | 0.00 |
| Asian | 0.00 | 0.00 |
| Black or African American | 2.38 | 0.00 |
| Filipino | 0.00 | 0.00 |
| Hispanic or Latino | 1.41 | 0.00 |
| Native Hawaiian or Pacific Islander | 0.00 | 0.00 |
| Two or More Races | 0.00 | 0.00 |
| White | 1.22 | 0.00 |
| English Learners | 0.00 | 0.00 |
| Foster Youth | 0.00 | 0.00 |
| Homeless | 2.88 | 0.00 |
| Socioeconomically Disadvantaged | | |
| Students Receiving Migrant Education Services | 0.00 | 0.00 |
| Students with Disabilities | | |

2021-22 School Safety Plan

School Safety Plan

San Juan Unified School District emphasizes school safety and understands its importance in helping to achieve the academic success of its students. In accordance with the California Education Code, each school site must complete and maintain a Comprehensive School Safety Plan, to be reviewed and updated annually. The plan includes a review of safety data for the campus, safety policies, critical incident response & management information as well as emergency procedure information including those pertaining to incidents involving fire, earthquakes, intruders and other dangers. The review and update of the plan is a collaborative process involving representatives from site administration, instructional staff, custodial & classified staff, safety personnel and parent representative who together comprise a site safety team. Finalized plans are posted to site webpages for public access and presented to staff during training and development days no later than March 1 of each year. A copy of the plan is available for review in each school site office.

Safety drills are held on a regular basis and in compliance with the California Education Code to include fire drills, earthquake drills and intruder drills. Drills are coordinated and monitored with the assistance of the trained district safety personnel.

Safety is a shared responsibility. Each school site is supported by the district's Safe Schools Team. The Safe Schools Team is comprised of personnel specifically trained to support and promote school safety, provide advice to matters involving student welfare, assist in the coordination of drills and provide safety training to students and staff. Safe Schools Team members, known as Community Safety Specialists work collaboratively with site administrators and safety committee members to build and strengthen a culture of safety as well as address specific incident needs. The Safe Schools Team members are further supported through developed relationships with local law enforcement offices including the Sacramento County Sheriffs Department & Citrus Heights Police Department. San Juan Unified maintains contracts with local law enforcement for the purpose of employing uniformed law enforcement officers to further enhance school site security for special events as well as in response to critical incidents and threats. .

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

| Subject | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|-----------------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| English Language Arts | 17 | 23 | 9 | 8 |
| Mathematics | 19 | 9 | 15 | 1 |
| Science | 19 | 11 | 10 | 4 |
| Social Science | 16 | 25 | 13 | 7 |

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

| Subject | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|-----------------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| English Language Arts | 24 | 8 | 17 | 2 |
| Mathematics | 20 | 11 | 16 | |
| Science | 23 | 7 | 13 | |
| Social Science | 30 | | 16 | 7 |

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

| Subject | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|-----------------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| English Language Arts | 37 | 4 | 6 | 13 |
| Mathematics | 38 | 2 | 6 | 8 |
| Science | 37 | 3 | 9 | 6 |
| Social Science | 42 | 1 | 14 | 8 |

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

| Title | Ratio |
|-------------------------------------|-------|
| Pupils to Academic Counselor | 241.2 |

2020-21 Student Support Services Staff

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

| Title | Number of FTE Assigned to School |
|--|----------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | 2.5 |
| Library Media Teacher (Librarian) | 0 |
| Library Media Services Staff (Paraprofessional) | 0 |
| Psychologist | 0 |
| Social Worker | 0 |
| Speech/Language/Hearing Specialist | 0 |
| Resource Specialist (non-teaching) | 0 |

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|--|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site | 16682 | 1161 | 15521 | 70692.17 |
| District | N/A | N/A | 12200 | \$77,529 |
| Percent Difference - School Site and District | N/A | N/A | 24.0 | -9.2 |
| State | | | \$8,444 | \$84,665 |
| Percent Difference - School Site and State | N/A | N/A | 59.1 | -18.0 |

2020-21 Types of Services Funded

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>.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

| Category | District Amount | State Average for Districts in Same Category |
|--|-----------------|--|
| Beginning Teacher Salary | \$46,561 | \$50,897 |
| Mid-Range Teacher Salary | \$69,093 | \$78,461 |
| Highest Teacher Salary | \$94,014 | \$104,322 |
| Average Principal Salary (Elementary) | \$117,706 | \$131,863 |
| Average Principal Salary (Middle) | \$124,292 | \$137,086 |
| Average Principal Salary (High) | \$143,484 | \$151,143 |
| Superintendent Salary | \$294,991 | \$297,037 |
| Percent of Budget for Teacher Salaries | 34% | 32% |
| Percent of Budget for Administrative Salaries | 6% | 5% |

2020-21 Advanced Placement (AP) Courses

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

| | |
|--|------|
| Percent of Students in AP Courses | 20.1 |
|--|------|

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

| Subject | Number of AP Courses Offered |
|---------------------------------|-------------------------------------|
| Computer Science | 0 |
| English | 2 |
| Fine and Performing Arts | 0 |
| Foreign Language | 0 |
| Mathematics | 1 |
| Science | 2 |
| Social Science | 3 |
| Total AP Courses Offered | 9 |

Professional Development

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, and there are specific opportunities designed for our paraprofessionals to attend and be compensated. Specifically designed training is also offered to non-instructional support staff such as clerical and custodial staff that includes both operational and instructional topics.

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

| Subject | 2019-20 | 2020-21 | 2021-22 |
|--|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 9 | 9 | 9 |

San Juan Unified School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

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



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

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

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

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

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

2021-22 District Contact Information

| | |
|---------------------------------|----------------------------------|
| District Name | San Juan Unified School District |
| Phone Number | (916) 971-7700 |
| Superintendent | Kent Kern |
| Email Address | info@sanjuan.edu |
| District Website Address | www.sanjuan.edu |

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 20458 | 1439 | 7.03 | 92.97 | 62.51 |
| Female | 9849 | 695 | 7.06 | 92.94 | 69.45 |
| Male | 10593 | 743 | 7.01 | 92.99 | 55.95 |
| American Indian or Alaska Native | 118 | 4 | -- | 96.61 | -- |
| Asian | 1771 | 139 | 7.85 | 92.15 | 61.59 |
| Black or African American | 1443 | 52 | 3.60 | 96.40 | 32.69 |
| Filipino | 168 | 18 | 10.71 | 89.29 | 77.78 |
| Hispanic or Latino | 5230 | 283 | 5.41 | 94.59 | 50.00 |
| Native Hawaiian or Pacific Islander | 131 | 6 | 4.58 | 95.42 | -- |
| Two or More Races | 1575 | 104 | 6.60 | 93.40 | 62.50 |
| White | 10022 | 833 | 8.31 | 91.69 | 68.59 |
| English Learners | 3171 | 113 | 3.56 | 96.44 | 10.71 |
| Foster Youth | 113 | 11 | 9.73 | 90.27 | 36.36 |
| Homeless | 1934 | 74 | 3.83 | 96.17 | 27.03 |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 10267 | 448 | 4.36 | 95.64 | 41.96 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- |
| Students with Disabilities | 2709 | 205 | 7.57 | 92.43 | 17.07 |

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 20459 | 1332 | 6.51 | 93.49 | 40.45 |
| Female | 9850 | 643 | 6.53 | 93.47 | 40.50 |
| Male | 10593 | 688 | 6.49 | 93.51 | 40.47 |
| American Indian or Alaska Native | 118 | 6 | -- | 94.92 | -- |
| Asian | 1771 | 123 | 6.95 | 93.05 | 54.17 |
| Black or African American | 1444 | 46 | 3.19 | 96.81 | 11.11 |
| Filipino | 168 | 20 | 11.90 | 88.10 | 55.00 |
| Hispanic or Latino | 5230 | 271 | 5.18 | 94.82 | 23.70 |
| Native Hawaiian or Pacific Islander | 131 | 5 | 3.82 | 96.18 | -- |
| Two or More Races | 1575 | 98 | 6.22 | 93.78 | 44.90 |
| White | 10022 | 763 | 7.61 | | 45.47 |
| English Learners | 3171 | 104 | 3.28 | 96.72 | 9.80 |
| Foster Youth | 113 | 10 | 8.85 | 91.15 | -- |
| Homeless | 1934 | 66 | 3.41 | 96.59 | 9.09 |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 10267 | 413 | 4.02 | 95.98 | 22.85 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- |
| Students with Disabilities | 2709 | 200 | 7.38 | 92.62 | 6.03 |

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

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

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

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

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

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