

San Juan High School

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



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

California School Dashboard



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

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.

2023-24 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	David Levis
Email Address	dlevis@sanjuan.edu
School Website	https://www.sanjuan.edu/sanjuan
County-District-School (CDS) Code	34674473438504

2023-24 District Contact Information

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

2023-24 School Description and Mission Statement

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. 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

2023-24 School Description and Mission Statement

access to a variety of Advanced Placement courses to help prepare them with the tools necessary to achieve at the college level.

Student activities include, but are not limited to: student government, yearbook, band, drama, various 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 community or culture clubs to make their voices 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

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	149
Grade 10	143
Grade 11	145
Grade 12	122
Total Enrollment	559

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	40.3%
Male	58%
American Indian or Alaska Native	0.9%
Asian	2.7%
Black or African American	10%
Filipino	1.4%
Hispanic or Latino	44.5%
Native Hawaiian or Pacific Islander	0.4%
Two or More Races	7%
White	33.1%
English Learners	19.7%
Foster Youth	1.4%
Homeless	6.1%
Socioeconomically Disadvantaged	75.1%
Students with Disabilities	18.4%

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

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)	18.70	59.49	1679.20	71.81	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	21.00	0.90	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.25	49.30	2.11	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.60	1.90	297.30	12.72	12115.80	4.41
Unknown	12.00	38.32	291.30	12.46	18854.30	6.86
Total Teaching Positions	31.50	100.00	2338.40	100.00	274759.10	100.00

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

2021-22 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)	31.50	86.57	1946.10	78.12	234405.20	84.00
Intern Credential Holders Properly Assigned	0.30	0.90	21.60	0.87	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.70	7.54	80.70	3.24	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	243.50	9.78	11953.10	4.28
Unknown	1.80	4.99	199.10	8.00	15831.90	5.67
Total Teaching Positions	36.40	100.00	2491.10	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	2.70
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	2.70

2022-23 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.60	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.60	0.00

2022-23 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.6	5.1
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	2.7

2022-23 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2023-24 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: <https://www.sanjuan.edu/Page/23518>. 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	2023: CollegeBoard - Springboard 2023: Bedford, Freeman, and Worth - The Language of Composition 2023: Bedford, Freeman, and Worth - Literature and Composition 2023: California State University - ERWC 3.0	Yes	0.0
Mathematics	2016: Cengage - Calculus 2023: Cengage - Calculus for AP 2023: Pearson - Elementary Statistics: Picturing the World 2018: Ramsey Education - Foundations in Personal Finance 2023: Cengage - Integrated Mathematics 1,2,3 2007: Pearson - Mathematical Ideas 2018: McGraw-Hill - Mathematics for Business and Personal Finance	Yes	0.0

	<p>2017: Haese Mathematics - Mathematics for the International Student - Mathematics SL</p> <p>2023: Bedford, Freeman, and Worth - The Practice of Statistics for the AP Exam</p> <p>2023: Pearson – Precalculus</p>		
Science	<p>2022 STEMScopes: The Living Earth</p> <p>2019 Savvas: AP Biology-Campbell in Focus</p> <p>2013 Bio-Rad Laboratories: Biotechnology-A Laboratory Skills Course</p> <p>2022 Savvas: Experience Chemistry</p> <p>2018 Cengage: Chemistry (AP Edition), 10th edition</p> <p>2008 Pearson: Conceptual Integrated Science</p> <p>2023 Pasco: Essential Physics</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>2022 Cengage: Environmental Science-Sustaining Your World</p> <p>2021 Cengage: Exploring Environmental Science (updated)</p> <p>2023 Savvas/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>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>2023 Kendall Hunt: Our Stories in Our Voices (Ethnic Studies)</p> <p>2023 Ronald Takaki: A Different Mirror for Young People (Ethnic Studies)</p> <p>2023 McGraw-Hill: IMPACT Principles of Economics</p> <p>2016 Bedford, Freeman, and Worth: Myers' Psychology for AP</p>	Yes	0.0
Foreign Language	<p>2022 Carnegie Learning: Que Chevere 1-4</p> <p>2017: Vista Higher Learning- Tamas</p> <p>2019: Cengage Learning – El Mundo Hispano 21-espanol para el siglo 21-Curso Intermedio</p>	Yes	0.0%
Health	<p>2021: Goodheart-Wilcox: Essential Health Skills for High School</p>	Yes	0.0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0.00%

School Facility Conditions and Planned Improvements

General

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 2019 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.

Age of School Buildings

111 years--Built originally in 1913 but with modernizations and additions completed in subsequent years.

Maintenance and Repair

LEA maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient services and that emergency repairs are given the highest priority. Emergency work orders are addressed in the first 24 hours. Routine work orders are addressed within 30 days.

Cleaning Process and Schedule

The LEA governing board has adopted cleaning standards for all schools in the LEA. Each site has a day and evening custodial crew. Each crew member has a run sheet with assigned responsibilities. A copy of these run sheets is available at the school office or can be obtained from Maintenance and Operations Custodial Services. Custodial Area Supervisors oversee the cleaning of all district sites to ensure cleaning standards are met daily providing a clean and safe site.

Deferred Maintenance Budget

The LEA participates in the State School Deferred LEA maintenance Program, which provides state matching funds on a dollar-for-dollar basis to assist LEAs with expenditures 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. For the 2023-24 school year, the LEA has budgeted 2 million for the deferred maintenance program. This represents 3% of the LEA's general fund budget.

Deferred Maintenance Projects (if applicable)

10" backflow main replacement, Large Gym Screen and Re-coat

Modernization Projects (if applicable)

N/A

New School Construction Projects (if applicable)

N/A

Year and month of the most recent FIT report

09/14/2023

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			

School Facility Conditions and Planned Improvements

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).

College and Career Ready

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.

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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	36	25	43	42	47	46
Mathematics (grades 3-8 and 11)	12	5	29	29	33	34

2022-23 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.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	139	132	94.96	5.04	25.00
Female	52	51	98.08	1.92	27.45
Male	82	77	93.90	6.10	23.38
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	16	14	87.50	12.50	14.29
Filipino	--	--	--	--	--
Hispanic or Latino	60	56	93.33	6.67	21.43
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	50	49	98.00	2.00	30.61
English Learners	36	32	88.89	11.11	0.00

Foster Youth	0	0	0	0	0
Homeless	12	12	100.00	0.00	16.67
Military	0	0	0	0	0
Socioeconomically Disadvantaged	108	104	96.30	3.70	24.04
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	18	16	88.89	11.11	6.25

2022-23 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.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	140	135	96.43	3.57	5.19
Female	53	53	100.00	0.00	1.89
Male	82	78	95.12	4.88	7.69
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	16	14	87.50	12.50	0.00
Filipino	--	--	--	--	--
Hispanic or Latino	60	58	96.67	3.33	5.17
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	51	50	98.04	1.96	6.00
English Learners	36	34	94.44	5.56	0.00
Foster Youth	0	0	0	0	0
Homeless	12	12	100.00	0.00	0.00
Military	0	0	0	0	0
Socioeconomically Disadvantaged	109	106	97.25	2.75	3.77
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	18	16	88.89	11.11	0.00

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.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	12.70	23.85	30.55	30.86	29.47	30.29

2022-23 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. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	109	109	100.00	0.00	23.85
Female	46	46	100.00	0.00	17.39
Male	63	63	100.00	0.00	28.57
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	11	11	100.00	0.00	45.45
Filipino	--	--	--	--	--
Hispanic or Latino	44	44	100.00	0.00	15.91
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	36	36	100.00	0.00	27.78
English Learners	22	22	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	79	79	100.00	0.00	24.05
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	21	21	100.00	0.00	0.00

2022-23 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)

Food Service & Hospitality Pathway: Bakery Academy

- Foods/Nutrition I
- Foods/Nutrition II
- Bakery Academy I
- Bakery Academy 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)

CTE capstone courses held at various high schools within San Juan Unified open to San Juan students:

- Dental Careers
- Dental Radiation and Safety (taken with Dental Careers)
- Fire Technology
- Medical Assistant
- Performing Arts: Theatre
- Public Safety Careers

How does this class support student achievement?

2022-23 Career Technical Education Programs

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.

How are CTE industry sectors represented at the high schools?

The Director of College and Career Readiness, Brett Wolfe holds an annual advisory committee meeting representing every industry sector in Career Technical Education. The programs represented are Agriculture, Broadcast and Video Production; Building and Construction Trades; Business and Finance; Computer Science; Emergency Response; Engineering Design; Entrepreneurship; Health Science; Hospitality and Tourism; Information Technology; Public Safety; Performing Arts; Manufacturing; Networking, and Transportation. The advisory committee is composed of a variety of stakeholders including industry and labor, secondary and postsecondary leaders, faculty, parents, and students.

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	269
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	29%
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
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	99.13
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	26.98

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.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	88.50%	89.20%	90.40%	89.20%	90.40%

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.

2023-24 Opportunities for Parental Involvement

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, 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, School App, social media and the Monthly Newsletter.
- 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, David Levis 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 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	12.5	24.3	16.2	11.1	11.7	12.7	9.4	7.8	8.2
Graduation Rate	82.5	71.1	78.7	78.7	81.6	77.2	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 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	136	107	78.7
Female	56	41	73.2
Male	79	66	83.5
Non-Binary			
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	13	10	76.9
Filipino	--	--	--
Hispanic or Latino	54	43	79.6
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	47	37	78.7
English Learners	34	24	70.6
Foster Youth	0.0	0.0	0.0
Homeless	19	14	73.7
Socioeconomically Disadvantaged	117	92	78.6
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	31	26	83.9

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	682	635	249	39.2
Female	287	266	122	45.9
Male	384	359	122	34.0
American Indian or Alaska Native	7	6	4	66.7
Asian	21	17	6	35.3
Black or African American	73	67	39	58.2
Filipino	8	8	2	25.0
Hispanic or Latino	294	276	81	29.3
Native Hawaiian or Pacific Islander	2	2	1	50.0
Two or More Races	46	45	27	60.0
White	231	214	89	41.6
English Learners	156	146	39	26.7
Foster Youth	20	16	13	81.3
Homeless	65	53	27	50.9
Socioeconomically Disadvantaged	539	505	202	40.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	130	117	52	44.4

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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	1.29	18.49	11.14	0.10	4.48	4.53	0.20	3.17	3.60
Expulsions	0.00	0.13	0.29	0.00	0.06	0.06	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	11.14	0.29
Female	12.54	0
Male	9.9	0.52
Non-Binary		
American Indian or Alaska Native	0	0
Asian	4.76	0
Black or African American	26.03	1.37
Filipino	0	0
Hispanic or Latino	7.14	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	19.57	0
White	9.96	0.43
English Learners	5.77	0
Foster Youth	50	0
Homeless	9.23	1.54
Socioeconomically Disadvantaged	12.62	0.37
Students Receiving Migrant Education Services	0	0
Students with Disabilities	16.92	0.77

2023-24 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. .

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

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 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	11	14	4
Mathematics	22	11	13	1
Science	26	3	17	
Social Science	29	4	10	9

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	23	11	11	6
Mathematics	26	6	12	2
Science	28	1	16	0
Social Science	30	2	12	6

2022-23 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	279.5

2022-23 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
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher 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	\$15,849	\$6,745	\$9,104	\$74,080.97
District	N/A	N/A	\$7,441	\$80,362
Percent Difference - School Site and District	N/A	N/A	20.1	-5.4
State	N/A	N/A	\$7,607	\$87,885
Percent Difference - School Site and State	N/A	N/A	28.2	-14.2

Fiscal Year 2022-23 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. Base/unrestricted expenditures, except for general guidelines, are 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>.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	\$47,500	\$55,550
Mid-Range Teacher Salary	\$70,000	\$80,703
Highest Teacher Salary	\$100,000	\$109,418
Average Principal Salary (Elementary)	\$122,250	\$137,703
Average Principal Salary (Middle)	\$130,430	\$143,760
Average Principal Salary (High)	\$141,779	\$159,021
Superintendent Salary	\$324,066	\$319,443
Percent of Budget for Teacher Salaries	33.42%	30.35%
Percent of Budget for Administrative Salaries	5.41%	4.87%

2022-23 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	7
--	---

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	1
Social Science	3
Total AP Courses Offered Where there are student course enrollments of at least one student.	7

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	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	9	3	2