

Rancho San Juan High School

Grades 9-12
CDS Code 27-66159-0136697

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Salinas Union High School District

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Principal's Message

Rancho San Juan High School (RSJHS) is the newest high school in Salinas, California. We opened our doors in August 2019. At Rancho San Juan High School, we believe in empowering ALL students to blaze their trails to success. Our program and staff are committed to the tradition at Rancho San Juan.

Empowering students begins with offering options that fit every student. Rancho San Juan has a wide array of course offerings. Those options include both regular and advanced placement choices in all of the major subjects, including math, science, English, social studies and global languages. We also offer art, music and dance courses for those looking to broaden their horizons outside of the academic arena. In addition, we have several Career Technical Education (CTE) pathways available for students, such as computer science, engineering, agriculture and welding/metalwork.

We also believe that to empower students we must give them the guidance they need to meet their goals beyond high school through a comprehensive college and career program. Our guidance counseling department includes three academic counselors, as well as a career counselor that oversees our career center activities. In addition to academic and college and career counseling, every student receives college and career guidance through their advisory class that meets four times a week. During this time, students receive lessons in the skills necessary to be a good student, and information about what is required to take the next steps after high school. For those students who want to commit fully to attending a four-year university after high school, Rancho San Juan offers two special programs aimed at just that—Advancement Via Individual Determination (AVID) and Puente.

Good character is also essential to future success. We emphasize three behaviors at Rancho San Juan that we believe are essential both during and after high school. We encourage all Trailblazers to be Resourceful, Synergistic and Judicious. We have schoolwide lessons focused on these behaviors as part of our Positive Behavior Interventions and Supports program. All students are taught the importance of these behaviors in high school and beyond. Recognition and incentives are given to those who demonstrate these behaviors as well.

There are also plenty of opportunities at Rancho San Juan to get involved outside of the classroom. We have a many clubs and campus organizations to get involved in. In addition, we have a complete athletic program with sports available in the fall, winter and spring seasons. Our full-time athletic and activity directors work diligently to make sure all of these opportunities are available to students.

Helping students discover their passion and pursue it in high school and beyond is what our school is all about! We look forward to working with your student at Rancho San Juan High School!

School Mission Statement

Rancho San Juan High School's mission is to be a thriving learning community where compassion, courage and commitment are valued and practiced by all.

School Vision Statement

Rancho San Juan High School, a compassionate, collaborative community that provides an innovative and authentic learning experience for all students, empowering them to blaze their own paths to post-secondary success and lifelong learning.

School Safety

School Safety is a priority at Rancho San Juan High School.

Our comprehensive school safety plan details all safety drill procedures. It includes full maps of evacuation points, and an aerial photo of the school grounds. The school conducts routine safety drills to ensure that staff and students are well prepared for impending emergencies. We have a safety team that meets monthly to review and update this plan.

Our school is well supervised by a team comprised of one campus security officer, three campus supervisors and a detention-center supervisor. This team works alongside our administrators to routinely patrol the grounds. Checks of the facility at strategic points are done twice per hour and logged. The school is monitored by this team from 7:15 a.m. until 7:00 p.m. The site is also monitored 24 hours by a surveillance system.

Visitors to our school all check in through the main office, which is the only access to the school during the school day. There is a sign-in sheet, and visitor's passes are granted to those with official business. Copies of all visitor logs are maintained at the site.

The school safety plan was last reviewed, updated and discussed with school staff and faculty in February 2022.



School Accountability Report Card

In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.

District Mission Statement

Guided by educational equity and through innovation, discovery and support, the Salinas Union High School District (SUHSD) will meet the academic, behavioral and social-emotional needs of each student to ensure achievement of their aspirations.

Innovate. Equity. Achieve.



District Vision Statement

The Salinas Union High School District will be an exemplary district committed to the advancement of all students.

Enrollment by Student Group

Demographics

2020-21 School Year

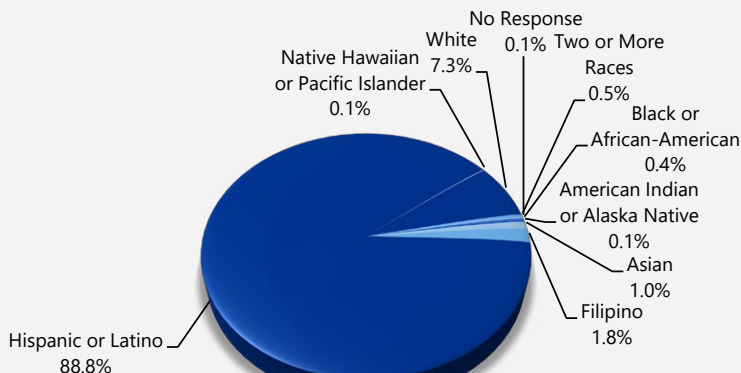
Female	47.80%
Male	52.20%
Non-Binary	0.00%
English learners	17.20%
Foster youth	0.40%
Homeless	1.70%
Migrant	1.00%
Socioeconomically Disadvantaged	85.30%
Students with Disabilities	12.70%

Enrollment by Student Group

The total enrollment at the school was 1,249 students for the 2020-21 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics

2020-21 School Year

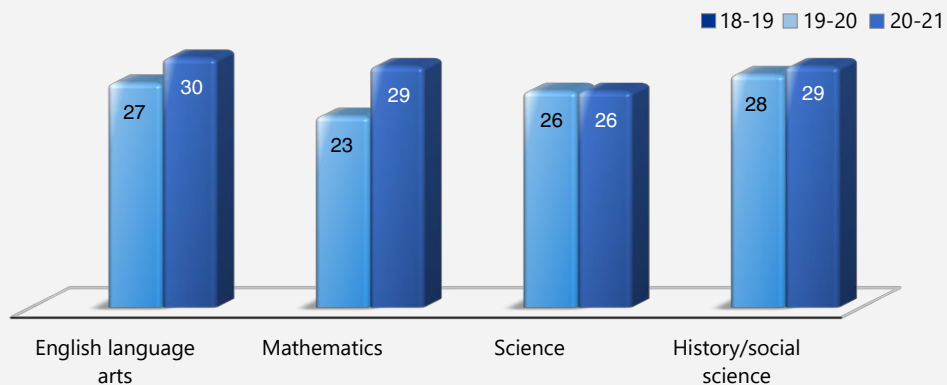


Class Size Distribution

The bar graph displays the three-year data for average class size, and the table displays the three-year data for the number of classrooms by size. The number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size

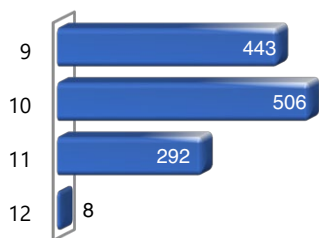
Three-Year Data



Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2020-21 school year.

2020-21 Enrollment by Grade



Number of Classrooms by Size

Three-Year Data

	2018-19			2019-20			2020-21		
Subject	Number of Students								
	1-22	23-32	33+	1-22	23-32	33+	1-22	21-32	33+
English language arts	*	*	*	3	38	3	7	45	5
Mathematics	*	*	*	2	49	2	7	47	4
Science	*	*	*	2	33		6	33	
History/social science	*	*	*		28	3	3	43	5

* The school first opened in the 2019-20 school year. Therefore no data is available.

Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates collected between July through June, each full school year respectively.

Suspensions and Expulsions					Two-Year Data	
	Rancho San Juan HS		Salinas Union HSD		California	
	18-19	20-21	18-19	20-21	18-19	20-21
Suspension rates	*	0.0%	9.8%	0.0%	3.5%	0.2%
Expulsion rates	*	0.0%	0.2%	0.0%	0.1%	0.0%

Note: 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.

This table shows the school, district, and state suspension and expulsion rates collected between July through February, partial school year due to the COVID-19 pandemic.

Suspensions and Expulsions				2019-20 School Year	
	Rancho San Juan HS		Salinas Union HSD		California
	19-20		19-20		19-20
Suspension rates	12.0%		4.2%		2.5%
Expulsion rates	0.3%		0.2%		0.1%

Note: The 2019–20 suspensions and expulsions rate data are not comparable to other year data because the 2019–20 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 2019–20 school year compared to other school years.

Suspensions and Expulsions by Student Group

Suspensions and Expulsions by Student Group			2020-21 School Year	
Student Group	Suspensions Rate	Expulsions Rate		
All Students	0.0%	0.0%		
Female	0.0%	0.0%		
Male	0.0%	0.0%		
Non-Binary	0.0%	0.0%		
American Indian or Alaska Native	0.0%	0.0%		
Asian	0.0%	0.0%		
Black or African American	0.0%	0.0%		
Filipino	0.0%	0.0%		
Hispanic or Latino	0.0%	0.0%		
Native Hawaiian or Pacific Islander	0.0%	0.0%		
Two or More Races	0.0%	0.0%		
White	0.0%	0.0%		
English Learners	0.0%	0.0%		
Foster Youth	0.0%	0.0%		
Homeless	0.0%	0.0%		
Socioeconomically Disadvantaged	0.0%	0.0%		
Students Receiving Migrant Education Services	0.0%	0.0%		
Students with Disabilities	0.0%	0.0%		

* The school first opened in the 2019–20 school year. Therefore no data is available.

Professional Development

Professional development (PD) for teachers is an important part of what we do in the Salinas Union High School District (SUHSD) and at Rancho San Juan High School. Best instructional practices and literacy for all are central pieces to this professional development. Therefore, all teachers receive training in the Gradual Release of Responsibility, and Constructing Meaning. We also have a focus on educational technology, and provide PD in the use of technology in the classroom as a learning tool. In addition to these major foci, our teachers are released frequently by the district to receive training in their individual content areas.

The professional development opportunities at Rancho San Juan began, like most, with training sessions. However, that is not where it stops. We have four instructional coaches and one educational technologist at Rancho San Juan that work directly with teachers to implement their training by supporting them in one-on-one or small-group professional learning cycles. This job-imbedded style of professional development helps us to ensure that teachers are supported in implementing the best practices on which they receive training.

We also invest resources in developing our new to the profession teachers. SUHSD offers new teacher induction programs, and a support system for teachers that are seeking a professional internship. At RSJHS we have monthly new teacher support meetings and special PD sessions to support those at the early stages of their career in becoming excellent teachers.

Professional Development Days

Number of school days dedicated to staff development and continuous improvement

2019-20	1
2020-21	1
2021-22	1



Types of Services Funded

- Title I, Part A: Supplemental and Enrichment Education Services, Support for Youth in Transition Students, College Prep Activities
- Title I, Part C: Migrant program, Out of School Youth Program, Student Health Screenings
- Local Control Funding Formula (LCFF): Link Crew (high school), WEB (middle school), AVID (Advancement Via Individual Determination), Read 180, Rosetta Stone, Summer Bridge, Extended Learning
- After School Education and Safety (ASES) Program (middle school)
- ESSESR I, II, III: meet student's academic, social, emotional and mental health needs, as well as how we address the opportunity gaps that existed before and were exacerbated by, the COVID-19 pandemic
- ELOG: credit recovery services, integrated student services such as counseling and mental health, college and career readiness, progress monitoring; and paraprofessional and tutor staffing.

California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The Fitnessgram is the designated PFT for students in California public schools put forth by the State Board of Education. The PFT measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. The table shows the percentage of students meeting the fitness standards of being in the "healthy fitness zone" for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf.

California Physical Fitness Test

2020-21 School Year

Percentage of Students Meeting Fitness Standards	Rancho San Juan HS
	Grade 9
Four of six standards	◇
Five of six standards	◇
Six of six standards	◇

Chronic Absenteeism by Student Group

Chronic Absenteeism by Student Group

2020-21 School Year

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1,303	1,271	58	4.60%
Female	622	608	22	3.60%
Male	681	663	36	5.40%
American Indian or Alaska Native	1	1	0	0.00%
Asian	12	12	0	0.00%
Black or African American	7	6	0	0.00%
Filipino	23	23	0	0.00%
Hispanic or Latino	1,153	1,126	53	4.70%
Native Hawaiian or Pacific Islander	1	1	0	0.00%
Two or More Races	6	6	0	0.00%
White	99	95	5	5.30%
English Learners	237	225	15	6.70%
Foster Youth	7	6	1	16.70%
Homeless	24	24	6	25.00%
Socioeconomically Disadvantaged	1,094	1,073	55	5.10%
Students Receiving Migrant Education Services	18	17	3	17.60%
Students with Disabilities	168	163	16	9.80%

◇ The 2020-21 data are not available. Due to the COVID-19 crisis, the Physical Fitness Test was suspended.



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.

SARC Reporting in the 2020–21 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

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.

CAASPP Test Results in Science for All Students (grades 5, 8 and high school)

The table below shows the percent of students meeting or exceeding the State standard on the CAASPP – California Science Test (CAST) and the California Alternate Assessment for Science (CAA for Science) for grades 5, 8, and once in high school (i.e., grade 10, 11 or 12).

Percentage of Students Meeting or Exceeding State Standard					Two-Year Data	
	Rancho San Juan HS		Salinas Union HSD		California	
Subject	19-20	20-21	19-20	20-21	19-20	20-21
Science	■	**	■	**	■	28.72%

CAASPP Test Results in ELA and Mathematics for All Students taking and completing a state-administered assessment

The table below shows the percent of students meeting or exceeding the State standards on the California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Summative Assessments and California Alternate Assessments (CAAs) for English language arts/literacy (ELA) and mathematics for grades 3-8 and 11.

Percentage of Students Meeting or Exceeding State Standard					Two-Year Data	
	Rancho San Juan HS		Salinas Union HSD		California	
Subject	19-20	20-21	19-20	20-21	19-20	20-21
English language arts/literacy	■	*	■	*	■	*
Mathematics	■	*	■	*	■	*

■ Data for 2019–20 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 2019–20 school year.

** This school did not test students using the CAASPP for Science.

* Data for 2020–21 are not comparable to other year data due to the COVID-19 pandemic during the 2020–21 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 2020–21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020–21 school year to other school years.

Statewide Assessments

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).



Note

Due to the COVID-19 pandemic, California Governor Gavin Newsom issued Executive Order N-30-20 which waived the requirement for statewide testing for the 2019–20 school year. Also due to the COVID-19 pandemic, the U.S. Department of Education approved a waiver of the requirement for statewide testing for the 2019–20 school year, as specified on the CDE Every Student Succeeds Act web page at <https://www.cde.ca.gov/re/es/>.



CAASPP Test Results by Student Group: Science (high school)

Percentage of Students Meeting or Exceeding State Standards

2020-21 School Year

Science

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	**	**	**	**	**
Female	**	**	**	**	**
Male	**	**	**	**	**
American Indian or Alaska Native	**	**	**	**	**
Asian	**	**	**	**	**
Black or African American	**	**	**	**	**
Filipino	**	**	**	**	**
Hispanic or Latino	**	**	**	**	**
Native Hawaiian or Pacific Islander	**	**	**	**	**
Two or more races	**	**	**	**	**
White	**	**	**	**	**
English Learners	**	**	**	**	**
Foster Youth	**	**	**	**	**
Homeless	**	**	**	**	**
Military	**	**	**	**	**
Socioeconomically disadvantaged	**	**	**	**	**
Students receiving Migrant Education services	**	**	**	**	**
Students with Disabilities	**	**	**	**	**

* This school did not test students using the CAASPP for Science.



Local Assessment Test Results by Student Group: English Language Arts (grade 11)

Assessment Name: STAR Assessments

Percentage of Students At or Above Grade Level

2020-21 School Year

English Language Arts

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage At or Above Grade Level
All students	278	266	95.7%	4.3%	30.0%
Female	133	130	97.7%	2.3%	32.0%
Male	136	130	95.6%	4.4%	29.0%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	238	229	96.2%	3.8%	26.0%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	19	19	100.0%	0.0%	68.0%
English Learners	38	38	100.0%	0.0%	3.0%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	233	224	96.1%	3.9%	27.05
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	25	19	76.0%	24.0%	5.0%

❖ Inclusion and exclusion rules are different for the SARC than for other public assessment reports. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: Where the most viable option, districts were required to administer the statewide summative assessment in ELA. Where a statewide summative assessment was not the most viable option for the district (or for one or more grade-level[s] within the district) due to the pandemic, districts 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 (<https://www.cde.ca.gov/be/ag/ag/yr21/documents/mar21item02addendum.docx>).



Local Assessment Test Results by Student Group: Mathematics (grade 11)

Assessment Name: STAR Assessments

Percentage of Students At or Above Grade Level

2020-21 School Year

Mathematics

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage At or Above Grade Level
All students	278	225	80.9%	19.1%	29.0%
Female	133	11	8.3%	91.7%	32.0%
Male	136	109	80.1%	19.9%	27.0%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	238	193	81.1%	18.9%	26.0%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	19	17	89.5%	10.5%	36.0%
English Learners	38	30	78.9%	21.1%	13.0%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	233	186	79.8%	20.2%	27.0%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	25	13	52.0%	48.0%	0.0%

❖ Inclusion and exclusion rules are different for the SARC than for other public assessment reports. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: Where the most viable option, districts were required to administer the statewide summative assessment in mathematics. Where a statewide summative assessment was not the most viable option for the district (or for one or more grade-level[s] within the district) due to the pandemic, districts 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 (<https://www.cde.ca.gov/be/ag/ag/yr21/documents/mar21item02addendum.docx>).





Career Technical Education Programs

These courses are all part of two course CTE pathways designed to prepare students at an introductory level in a specific career field. Each program is aligned with the California Career Technical Education Standards. Programs also offer opportunities in Job Shadowing, and other hands-on experience in the career fields they focus on. Taking a career technical education course is built in to our graduation requirements. Beyond that, we support students in identifying a career goal and plan by having them complete a career interest survey, then develop a four-year plan. Counselors check in with students annually on their progress towards meeting this plan. In addition to the CTE courses offered by the district, RSJHS also has six unique programs: Seed Science and Technology, Advanced Seed Science and Technology, Foundations of Technology and Engineering, Advanced Technology and Engineering, Art in the Digital Age, Computer Science and Cyber Security.

Our primary contact for the CTE Advisory Committee is Dr. Ivonne Glenn, Director of CTE.

The Salinas Union High School District (SUHSD) is preparing students to be College and Career Ready by integrating a strong Career and Technical Education (CTE) program at five comprehensive sites, two alternative education sites and the Mission Trails ROP/CTE Center. The CTE program involves a multi-year sequence of courses that integrates core academic knowledge with technical and occupational knowledge to provide students a superb experience in a variety of sectors and pathways. In our CTE courses, students can explore and develop technical skills that will lead them to higher education or into the workplace. CTE courses offer job shadowing and work-based learning opportunities in a sequence of activities to guide students in activities dedicated to career awareness, career exploration, post-secondary career preparation and career training. Furthermore, there are several California Partnership Academies (CPA) throughout the district. Alisal High School hosts the Engineering Academy and Health Academy, North Salinas High School hosts the Health Academy, Salinas High School offers the Green Academy and FAST Academy, and Everett Alvarez High School offers the Digital Media Academy and the International Agriculture Academy, providing students a deepened experience throughout their high school career.

The following sectors and pathways/academies are available to the student body districtwide:

Agriculture and Natural Resources (ANR) Sector

- Agricultural Business Pathway
- Agricultural Mechanics Pathway
- Animal Science Pathway
- Environmental Horticulture Pathway
- Agriscience Pathway (Sustainable Agriculture)
- Ornamental Horticulture (Floral Design) Pathway
- Plant and Soil Science Pathway

Arts, Media and Entertainment (AME) Sector

- Digital Media Academy
- Design, Visual and Media Arts Pathway
- Graphic Design Pathway
- Game Design and Integration

Business and Finance Sector

- Business Management Pathway

Building and Construction Trades (BCT) Sector

- Green Construction Academy (Cabinetry, Millwork and Woodworking)
- Construction Technology Pathway
- Engineering and Heavy Construction
- Residential and Commercial Construction

Education, Child Development and Family Services (ECDFS) Sector

- Child Development Pathway
- Careers in Education Pathway

Engineering and Architecture (EA) Sector

- Engineering Academy
- Environmental Engineering
- Engineering Application Pathway
- Engineering Technology Pathway

The following CTE courses are available to students:

- Advanced Ag Business Occupations
- Advanced Computer Science
- Advanced Culinary Arts

Health Science and Medical Technology (HSMT) Sector

- Dental Assisting Pathway
- Medical Assisting Pathway
- Foundations of Nursing Pathway
- Health Occupations/Physical Therapy Pathway
- Fitness and Sports Training (FAST) Academy
- Sports Medicine Pathway

Hospitality, Tourism and Recreation (HTR) Sector

- Food Service and Nutrition Pathway
- Food Service and Hospitality Pathway

Information and Communication Technologies (ICT) Sector

- Networking
- Robotics
- Food Science Pathway
- Computer Science Pathway
- Software and Systems Development Pathways

Manufacturing and Product Development (MPD) Sector

- Welding and Materials Joining Pathway
- Drafting Pathway

Public Services (PS) Sector

- Fire Science Pathway
- Emergency Medical Response/ Emergency Medical Technician Pathway

Transportation (T) Sector

- Operations
- Engine Maintenance & Repair Pathway
- Auto Service Pathway

- Advanced Engineering and Technology
- Advanced Functional Design
- Advanced Game Design

Continued on page sidebar

Career Technical Education Programs

Continued from left

- Advanced Interdisciplinary Science for Sustainable Agriculture
- Advanced Seed Science and Research
- Ag Business Occupations
- Agriculture Business Floral Design
- Agriculture Mechanics 1-2
- Agriculture Mechanics 3-4
- Agriculture Biology
- Agriculture Chemistry
- Agricultural Science
- Animal Care
- Animal and Plant Science
- Art History of Floral Design
- Art in the Digital Age
- Automation and Robotics (PLTW)
- Auto Service
- Biology and Sustainable Agriculture
- Business Tech 1-2
- Chemistry and Agriscience
- Child Development 1-2
- Child Development 3-4
- Cinema Arts Production
- CISCO Advanced Networking
- Computer Business Applications
- Computer Business Applications H.S.
- Computer Game Design/Animation
- Computer Science I
- Computer Science II
- Computing Ideas
- Construction Tech 1-2
- Construction Tech 3-4
- Culinary 1-2
- Culinary 3-4
- Cybersecurity
- Dental Careers
- Digital Electronics
- Draft Tech 1-2
- Draft Tech 3-4
- Engineering Design and Development
- FAST: Physical Therapist Aide
- FAST: Sports Medicine
- Foundations of Technology and Engineering
- Functional Design Through Algebra 1-2
- Foundations of Nursing
- Graphic Design
- Health Occupations
- Husky TV

Continued on page 12

Career Technical Education Programs

Continued from page 11

- Hydrology, Landscape & Sustainable Environmental Design
- Industrial Welding
- Intro to Computer Science
- Advanced Computer Science
- Intro to Fire
- Intro to Sports Medicine Careers
- MCC Building Scaled Structures
- Media Productions
- Mill Cabinet Construction
- Ornamental Environmental Horticulture
- Pre-Engineering
- Principles of Engineering 1-2
- Restaurant Careers 1-2
- Restaurant Co-Op
- Retail Co-Op
- Robotics Engineering Tech II
- Robotic Technology
- Seed Enhancement
- Seed Science and Technology
- Small Engine Repair
- Sports Medical Athletic Trainer
- Sports Medicine
- TV Media Production
- Veterinary Science

SUHSD is committed to providing all students an opportunity to experience a technical course. As such, there is a 10-credit vocational education graduation requirement. All courses offered are A-G approved and meet criteria to enter a UC system. All courses are part of a CTE pathway to ensure that students who select a technical path have 360 hours of dedicated course work in the field and are pathway completers. SUHSD's CTE program is widely supported by industry and community members that attend the CTE advisory meetings twice a year. Further, some of our courses offer industry certifications. For example, the Health sector offers CPR, blood pathogens and OSHA 10 for Health care; Welding and Construction offers the OSHA 10 certification in general industry, Culinary and Restaurant Careers offers Food Handling certifications.

Career Technical Education Participation

This table displays information about participation in the school's Career Technical Education (CTE) programs.

Career Technical Education Data		2020-21 Participation
		Rancho San Juan HS
Number of pupils participating in CTE		353
Percentage of pupils who completed a CTE program and earned a high school diploma		0.00%
Percentage of CTE courses that are sequenced or articulated between a school and institutions of postsecondary education		0.00%

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

Graduation Rate by Student Group			2020-21 School Year
Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	❖	❖	❖
Female	❖	❖	❖
Male	❖	❖	❖
Non-Binary	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖
Asian	❖	❖	❖
Black or African American	❖	❖	❖
Filipino	❖	❖	❖
Hispanic or Latino	❖	❖	❖
Native Hawaiian or Pacific Islander	❖	❖	❖
Two or More Races	❖	❖	❖
White	❖	❖	❖
English Learners	❖	❖	❖
Foster Youth	❖	❖	❖
Homeless	❖	❖	❖
Socioeconomically Disadvantaged	❖	❖	❖
Students Receiving Migrant Education Services	❖	❖	❖
Students with Disabilities	❖	❖	❖

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

❖ Inclusion and exclusion rules are different for the SARC than for other public assessment reports. Scores are not shown 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.





Textbooks and Instructional Materials

We choose our textbooks from lists that have already been approved by state education officials. For a list of some of the textbooks we use at our school, see the Data Almanac that accompanies this report.

We have also reported additional facts about our textbooks called for by the Williams case legislation of 2004, which requires schools to provide textbooks and instructional materials to all students. This online report shows whether we had a textbook for each student in each core course during the 2021-22 school year and whether those textbooks covered the California content standards.

Textbooks and Instructional Materials List

2021-22 School Year

Subject	Textbook	Adopted
English language arts	SpringBoard California Grade 9, 10, 11; The College Board	2017
English language arts	CSU Expository Reading and Writing 3.0	2013
Designated ELD: English Language Development 1	<i>Get Ready</i> , Vista Higher Learning	2020
Designated ELD: English Language Development 2	<i>Edge: Fundamentals</i> , National Geographic	2017
Designated ELD: English Language Development 3	<i>Academic Vocabulary</i> Toolkits 1 and 2; Cengage	2019
Designated ELD: Academic Language and Literacy	English 3D Course C, Houghton Mifflin Harcourt	2017
Mathematics	<i>Mathematics Vision Project</i> , MVP	2013
Mathematics	<i>Trigonometry</i> , 3rd Edition; Pearson	2011
Mathematics: AP Statistics	<i>The Practice of Statistics</i> , 5th Edition; W.H. Freeman & Co.	2017
Mathematics	<i>Mathematics with Business Applications</i> , 5th Edition; McGraw-Hill	2005
Mathematics	<i>AP Computer Science</i> , Cengage	2017
Mathematics	<i>Precalculus</i> , Pearson Prentice Hall	2009
Mathematics: AP Calculus AB/BC	<i>Calculus: Graphical, Numerical, Algebraic</i> , 5th Edition; Pearson	2018
Science	<i>Astronomy Today</i> , 8th Edition; Pearson	2014
Science	<i>Foundations of Astronomy</i> , Wadsworth Publishing	2009
Science	<i>Biology: Concepts & Connections</i>	2005
Science	<i>Biology: The Dynamics of Life</i> , Glencoe	2004
Science	<i>Biology</i> , California Edition; Holt, Rinehart & Winston	2007
Science	<i>Chemistry: Matter and Change</i> , Glencoe	2009
Science	<i>Chemistry & Chemical Reactivity</i> , Brooks/Cole Publishing	2010
Science	<i>Chemistry</i> ; Holt, Rinehart & Winston	2009
Science	<i>Introduction to Marine Biology</i> , 2nd Edition; Thomson Brooks/Cole	2002
Science	<i>Earth Science</i> , California Edition, Pearson Prentice-Hall	2005
Science	<i>Environmental Science: Earth as a Living Planet</i> , 9th Edition; John Wiley & Sons	2014

Continued on page 14

Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

Percentage of Students Lacking Materials by Subject

2021-22 School Year

Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	0%
Health	0%
Science laboratory equipment	0%

Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks

2021-22 School Year

Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes

Public 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 include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.

Advanced Placement Courses

The following is a list of Advanced Placement (AP) courses offered by subject at the school.

Advanced Placement Courses	
2020-21 School Year	
Percentage of total enrollment enrolled in AP courses	2.40%
Number of AP courses offered at the school	1
Number of AP Courses by Subject	
Computer science	0
English	0
Fine and performing arts	0
Foreign language	0
Mathematics	0
Science	0
Social science	1

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

The table displays two measures related to the school's courses that are required for University of California and California State University admission for the most recent year for which data is available. For more detailed information, visit <http://dq.cde.ca.gov/dataquest>. For general admissions requirements, please visit the UC Admissions Information web page at <http://admission.universityofcalifornia.edu>. For admission, application and fee information, see the CSU web page at www.calstate.edu/admission/admission.shtml.

UC/CSU Admission	
Rancho San Juan HS	
2019-20 and 2020-21 School Years	
Percentage of students enrolled in courses required for UC/CSU admission in 2020-21	99.12%
Percentage of graduates who completed all courses required for UC/CSU admission in 2019-20	0.00%

Textbooks and Instructional Materials, *continued from page 15*

Textbooks and Instructional Materials List		2021-22 School Year
Subject	Textbook	Adopted
Science	<i>Principles of Technology</i> , Thomson Learning	2002
Science	<i>Science of Earth Systems</i> , Thompson-Delmar Learning	2004
Science (AP Biology)	<i>Campbell Biology in Focus</i> 3rd Edition, AP Edition	2021
Science (Applied Physics)	<i>Physics: A First Course</i> , CPO Science	2009
Science (Honors Chemistry)	<i>Chemistry and Chemical Reactivity</i> , 4th Edition; Harcourt Brace	2001
Science (Physics)	<i>Foundations of Physics</i> , CPO Science	2009
Science (AP Physics)	<i>Physics AP</i> , Addison Wesley	2015
Science (Forensic Biology)	<i>Forensic Science: An Introduction</i> , Pearson	2019
Social Science (psych)	<i>Psychology: An Introduction</i> , 12th Edition; Prentice Hall	2007
Social Science: AP European History	<i>AP European History: The Western Heritage Since 1300</i> , Revised AP Edition; Pearson	2016
History/social science	<i>American History: A Survey</i> , 12th Edition; McGraw-Hill	2007
History/social science	<i>Power, Politics and You</i> , TCI	2019
History/social science	<i>The Power to Choose</i> , TCI	2019
History/social science	<i>History Alive! Pursuing American Ideals</i> , TCI	2019
History/social science	<i>History Alive! World Connections</i> , TCI	2019
History/social science: AP US Government	<i>Government in America</i> , 2014 Elections and Updates Edition; Pearson	2017
History/social science: AP US History	<i>American History: Connecting with the Past</i> , McGraw-Hill	2017
History/social science: Mexican American Heritage	<i>Mexicanos: A History of Mexicans in the United States</i> , Indiana University Press	2017
History/social science: American Film History	<i>American Cinema American Culture</i> , McGraw-Hill	2018
History/social science: Ethnic Studies	<i>A People's History of the United States</i> , Perennial Modern	2018
Social science (AP psych)	<i>Myer's Psychology for AP</i> , Worth Publishers	2012
Social science: AP Economics	<i>Economics</i> , Worth Publishers	2008
Health Science	<i>Comprehensive Health Skills</i> , Goodheart Wilcox	2020

Currency of Textbooks

This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

Currency of Textbooks		2021-22 School Year
Data collection date		9/14/2021

School Facility Good Repair Status

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor. At the time of this school facility inspection, no deficiencies were found.

School Facility Good Repair Status		2021-22 School Year
Items Inspected	Repair Status	
Systems: Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)	Good	
Interior: Interior surfaces (floors, ceilings, walls and window casings)	Good	
Cleanliness: Pest/vermin control, overall cleanliness	Good	
Electrical: Electrical systems	Good	
Restrooms/fountains: Restrooms, sinks and drinking fountains	Good	
Safety: Fire safety, emergency systems, hazardous materials	Good	
Structural: Structural condition, roofs	Good	
External: Windows/doors/gates/fences, playgrounds/school grounds	Good	
Overall summary of facility conditions	Exemplary	
Date of the most recent school site inspection	7/2/2021	



School Facilities

Our School was built in 2018 and we opened the facility in 2019. We have 54 regular classrooms and two CTE labs. Eight of the classrooms are oversized laboratory rooms for science courses. We have an athletic complex that houses locker rooms, two gymnasiums, a wrestling room, a weight room and Associated Student Body (ASB) room with a student store attached. We have a food court with a full kitchen, and a large covered eating area. We also have football/soccer, softball and baseball fields with ample additional field space. The school's facilities are in pristine condition as it is a brand-new building. We have ample classroom space for our current student body.

We are staffed with a plant foreman who is in charge of the facility, and a complete maintenance and custodial team that works on the site. The foreman and site administration walk the site weekly to address cleanliness and disrepair issues in order to correct them immediately.

Our facility is set up well for safety with electronically locking exterior doors that limit site access to strategic entry points. The site has a state-of-the-art fire detection system with heat detectors, smoke detectors and a fully functional sprinkler system. In addition, the site has a video surveillance system.

Our school is newly constructed, but there is another phase of expansion that will happen. We look forward to the future addition of a stadium complex and a performing arts center as well as additional classroom space.

Parental Involvement

Parent support is essential to the success of our students. At Rancho San Juan, we encourage parents to be here and be involved. We hold bi-weekly "Cafecito" parent meetings on the second and fourth Thursday mornings of each month. We also hold "Trails For Success" parent workshops on the third Wednesday evening of each month. We have an active School Site Council with parent members that work alongside school staff to develop our school plan. We also have an English Learner Advisory Council that meets monthly to offer insight into our English learner programs. In addition, Rancho San Juan has an active Athletic Booster Club and Band Booster Club. We also hold annual meetings to seek parent feedback for our school Title I programs, and our District's Local Control Accountability Plan. Check our website or social media pages for information about parent involvement or feel free to come by and visit our parent resource office in the Administration building. Please contact our community liaison at (831) 273-7700, who will be more than willing to help you get involved at our school.

Graduation and Dropout Rates

This table displays the graduation and dropout rates for the most recent three-year period for which data is available. The four-year adjusted cohort graduation rate is the number of students who graduate in four years with a regular high school diploma divided by the number of students who form the adjusted cohort for the graduating class. From the beginning of grade 9 (or the earliest high school grade), students who are entering that grade for the first time form a cohort that is "adjusted" by adding any students who subsequently transfer into the cohort and subtracting any students who subsequently transfer out.

Graduation and Dropout Rates				Three-Year Data		
	Graduation Rate			Dropout Rate		
	18-19	19-20	20-21	18-19	19-20	20-21
Rancho San Juan HS	❖	❖	❖	❖	❖	❖
Salinas Union HSD	84.50%	82.30%	83.20%	11.60%	8.10%	7.60%
California	84.50%	84.20%	83.60%	9.00%	8.90%	9.40%

❖ Inclusion and exclusion rules are different for the SARC than for other public assessment reports. Scores are not shown 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.

Teacher Preparation and Placement

Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned): The teacher possesses a California preliminary or clear credential issued by the California Commission on Teacher Credentialing which permits them to teach the subject and grade levels that they are assigned.

Intern Credential Holders Properly Assigned: The teacher possess a California intern credential issued by the California Commission on Teacher Credentialing which permits them to teach the subject and grade levels that they are assigned.

Teachers Without Credentials and Misassignments ("ineffective" under Every Student Succeeds Act [ESSA]): An ineffective teacher is any of the following:

- An individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; or
- A teacher who holds a teaching credential but does not possess a permit or authorization that temporarily allows them to teach outside of their credentialed area (misassigned); or
- An individual who holds no credential, permit, or authorization to teach in California.
- "Ineffective" includes the following limited term emergency permits:
 - Provisional Internship Permits;
 - Short-Term Staff Permits;
 - Variable Term Waivers; and
 - Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record.

Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA): A credentialed teacher who has not yet demonstrated subject matter competence in the subject area(s) or for the student population to which he or she is assigned. Under this definition, the following limited permits will be considered out of field:

- General Education Limited Assignment Permit (GELAP)
- Special Education Limited Assignment Permit (SELAP)
- Short-Term Waivers
- Emergency English Learner or Bilingual Authorization Permits
- Local Assignment Options

Unknown: These are instances where either information about the course assignment or the teacher is either missing or has been identified as incorrect. Therefore, an accurate assignment status cannot be currently made.

Teacher Preparation and Placement

The teacher data displayed in this SARC is from the 2020-21 school year. This table displays the number and percent of teacher authorization/assignment as well as the total number and percent of teaching positions at the school, district, and state levels. For questions concerning the assignment of teachers outside their subject area of competence or the credential status of teachers, visit the California Commission on Teacher Credentialing website at <https://www.ctc.ca.gov/>.

Teacher Preparation and Placement					2020-21 School Year	
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)	43.0	83.7%	595.3	85.9%	228,366.1	83.1%
Intern Credential Holders Properly Assigned	0.9	1.7%	10.8	1.6%	4,205.9	1.5%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.3	4.5%	16.2	2.4%	11,216.7	4.1%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.8	3.6%	21.8	3.2%	12,115.8	4.4%
Unknown	3.3	6.5%	48.6	7.0%	18,854.3	6.9%
Total Teaching Positions	51.4	100.0%	692.9	100.0%	274,759.1	100.0%

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

For questions concerning the permits, waivers, and misassignment of teachers, visit the California Commission on Teacher Credentialing website at <https://www.ctc.ca.gov/>.

Permits/waivers: Teachers that are issued limited emergency permits by the California Commission on Teacher Credentialing that authorize them to temporarily teach courses and student groups they are assigned to without possessing the appropriate credential.

Teacher Misassignments: The assignment of employees to teaching or pupil services positions for which the employee does not hold the required certificate, credential, or other statutory authorization.

Vacant Teacher Positions: The total number of the school's vacant teacher positions.

Teachers Without Credentials and Misassignments		2020-21 School Year
Authorization/Assignment	Rancho San Juan HS	
Permits and Waivers	0.9	
Misassignments	1.3	
Vacant Positions	0.0	
Total Teachers Without Credentials and Misassignments	2.3	

Note: The data in these tables 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.

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For information on the CalSAAS, visit the CALPADS web page at <https://www.cde.ca.gov/ds/sp/cl/calpadsup-dflash201.asp>.

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

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

Credentialed Teachers Authorized on a Permit or Waiver: Teachers that are issued limited emergency permits by the California Commission on Teacher Credentialing that authorize them to temporarily teach courses and student groups they are assigned to without possessing the appropriate credential.

Local Assignment Options: Means if an employing agency is unable to assign a teacher or other certificated employee with an appropriate credential, it can assign any fully-credentialed teacher outside of their area of credential authorization if the local educational agency abides by requirements in California Education Code and those required by the California Commission on Teacher Credentialing.

For more information on the definitions listed above, refer to the California Commission on Teacher Credentialing's Administrator's Assignment Manual at <https://www.ctc.ca.gov/credentials/manuals>.

Credentialed Teachers Assigned Out-of-Field

2020-21 School Year

Indicator	Rancho San Juan HS
Credentialed Teachers Authorized on a Permit or Waiver	1.8
Local Assignment Options	0.0
Total Out-of-Field Teachers	1.8

Class Assignments

Misassignments for English Learners: The assignment of employees to teaching or pupil services positions with English Learners for which the employee does not hold the required certificate, credential, or other statutory authorization.

No credential, permit or authorization to teach: The teacher does not possess any type of authorization, permit, waiver, or certificate issued by the California Commission on Teacher Credentialing to teach in California schools.

Misassignment and vacant teacher position data should be available in the district's personnel office.

Class Assignments

2020-21 School Year

Indicator	Rancho San Juan HS
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	2.1%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0%

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For information on the CalSAAS, visit the CALPADS web page at <https://www.cde.ca.gov/ds/sp/cl/calpadsup-dflash201.asp>.

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



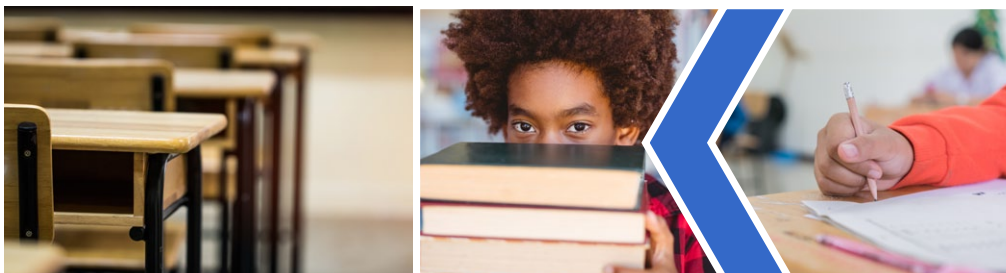
Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Ratio of Pupils to Academic Counselors and School Support Staff Data

2020-21 School Year

	Ratio
Pupils to Academic counselors	375:1
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	8.00
Library media teacher (librarian)	1.00
Library media services staff (paraprofessional)	1.00
Psychologist	2.00
Social worker	1.00
Nurse	0.18
Speech/language/hearing specialist	1.00
Resource specialist (nonteaching)	0.00



Schoolwide Learner Outcomes

Trailblazers will become ...

Resourceful learners by

- thinking outside the box to find ways to solve problems
- identifying and choosing the appropriate resources they need to meet any challenge
- using those appropriate resources independently to solve problems

Synergistic community members by

- serving the community and participating in organizations on campus
- participating in collaborative learning environments
- developing interpersonal relationships to build compassion and understand diverse perspectives

Judicious decision makers about life, school and career by

- exploring college and career options
- generating a plan for post-secondary life
- understanding and engaging in civic responsibilities

Financial Data

The financial data displayed in this SARC is from the 2019-20 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at 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 www.cde.ca.gov/ds/fd/cs. To look up expenditures and salaries for a specific school district, see the Ed-Data website at www.ed-data.org.

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note: The district salary data does not include benefits.

Salary Data		2019-20 Fiscal Year
	Salinas Union HSD	Similar Sized District
Beginning teacher salary	\$47,715	\$54,687
Midrange teacher salary	\$82,545	\$92,222
Highest teacher salary	\$111,995	\$114,208
Average middle school principal salary	\$141,630	\$145,785
Average high school principal salary	\$143,560	\$162,322
Superintendent salary	\$234,956	\$258,950
Teacher salaries: percentage of budget	33%	32%
Administrative salaries: percentage of budget	5%	5%

Expenditures Per Pupil

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

Financial Data Comparison

This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison		2019-20 Fiscal Year
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Rancho San Juan HS	\$9,914	\$78,956
Salinas Union HSD	\$10,317	\$80,686
California	\$8,444	\$92,222
School and district: percentage difference	-3.9%	-2.1%
School and California: percentage difference	+17.4%	-14.4%

School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
2019-20 Fiscal Year	
Total expenditures per pupil	\$12,443
Expenditures per pupil from restricted sources	\$2,529
Expenditures per pupil from unrestricted sources	\$9,914
Annual average teacher salary	\$78,956

School Accountability Report Card

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Data for this year's SARC was provided by the California Department of Education and school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at <http://dq.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English learners. Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1.

All data accurate as of January 2022.

ADDENDUM

LEA-Level CAASPP Test Results by Student Group: English Language Arts (grades 3-8 and 11)
For students taking and completing a state-administered assessment.

Percentage of Students Meeting or Exceeding State Standards

2020-21 School Year

English Language Arts

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
LEAwide	7,480	NT	NT	NT	NT
Female	3,632	NT	NT	NT	NT
Male	3,846	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	52	NT	NT	NT	NT
Black or African American	56	NT	NT	NT	NT
Filipino	114	NT	NT	NT	NT
Hispanic or Latino	6,879	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	16	NT	NT	NT	NT
Two or more races	33	NT	NT	NT	NT
White	325	NT	NT	NT	NT
English Learners	2,008	NT	NT	NT	NT
Foster Youth	16	NT	NT	NT	NT
Homeless	280	NT	NT	NT	NT
Military	0	0	0.00%	0.00%	0.00%
Socioeconomically disadvantaged	6,434	NT	NT	NT	NT
Students receiving Migrant Education services	222	NT	NT	NT	NT
Students with Disabilities	811	NT	NT	NT	NT

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for ELA.

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





ADDENDUM

LEA-Level CAASPP Test Results by Student Group: Mathematics (grades 3-8 and 11)
For students taking and completing a state-administered assessment.

Percentage of Students Meeting or Exceeding State Standards					2020-21 School Year
Mathematics					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
LEAwide	7,480	NT	NT	NT	NT
Female	3,632	NT	NT	NT	NT
Male	3,846	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	52	NT	NT	NT	NT
Black or African American	56	NT	NT	NT	NT
Filipino	114	NT	NT	NT	NT
Hispanic or Latino	6,879	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	16	NT	NT	NT	NT
Two or more races	33	NT	NT	NT	NT
White	325	NT	NT	NT	NT
English Learners	2,008	NT	NT	NT	NT
Foster Youth	16	NT	NT	NT	NT
Homeless	280	NT	NT	NT	NT
Military	0	0	0.00%	0.00%	0.00%
Socioeconomically disadvantaged	6,434	NT	NT	NT	NT
Students receiving Migrant Education services	222	NT	NT	NT	NT
Students with Disabilities	811	NT	NT	NT	NT

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for Mathematics.

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





ADDENDUM

LEA-Level Local Assessment Test Results by Student Group: English Language Arts (grades 7-8 and 11)
Assessment Name: STAR

Percentage of Students At or Above Grade Level					2020-21 School Year
English Language Arts					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage At or Above Grade Level
LEAwide	7,272	7,019	96.52%	3.48%	30.00%
Female	3,527	3,447	97.73%	2.27%	33.00%
Male	3,745	3,572	95.38%	4.62%	26.00%
American Indian or Alaska Native	--	--	--	--	--
Asian	51	50	98.04%	1.96%	70.00%
Black or African American	54	52	96.30%	3.70%	31.00%
Filipino	112	109	97.32%	2.68%	53.00%
Hispanic or Latino	6,697	6,468	96.58%	3.42%	28.00%
Native Hawaiian or Pacific Islander	15	15	100.00%	0.00%	46.00%
Two or more races	27	25	92.59%	7.41%	68.00%
White	310	297	95.81%	4.19%	52.00%
English Learners	2,016	1,926	95.54%	4.46%	4.00%
Foster Youth	12	10	83.33%	16.67%	--
Homeless	128	119	92.97%	7.03%	22.00%
Military	--	--	--	--	--
Socioeconomically disadvantaged	6,437	6,208	96.44%	3.56%	26.00%
Students receiving Migrant Education services	209	202	96.65%	3.35%	17.00%
Students with Disabilities	784	690	88.01%	11.99%	4.00%

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for ELA.

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





ADDENDUM

LEA-Level Local Assessment Test Results by Student Group: Mathematics (grades 7-8 and 11)
Assessment Name: STAR

Percentage of Students At or Above Grade Level					2020-21 School Year
Mathematics					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage At or Above Grade Level
LEAwide	7,272	6,280	86.40%	13.60%	19.00%
Female	3,527	3,124	88.60%	11.40%	20.00%
Male	3,745	3,156	84.30%	15.70%	18.00%
American Indian or Alaska Native	--	--	--	--	--
Asian	51	49	96.10%	3.90%	61.00%
Black or African American	54	47	87.00%	13.00%	18.00%
Filipino	112	101	90.20%	9.80%	47.00%
Hispanic or Latino	6,697	5,797	86.60%	13.40%	17.00%
Native Hawaiian or Pacific Islander	15	12	80.00%	20.00%	34.00%
Two or more races	27	24	88.90%	11.10%	42.00%
White	310	247	79.70%	20.30%	35.00%
English Learners	2,016	1,698	84.20%	15.80%	2.00%
Foster Youth	12	9	75.00%	25.00%	--
Homeless	128	96	75.00%	25.00%	12.00%
Military	--	--	--	--	--
Socioeconomically disadvantaged	6,437	5,544	86.10%	13.90%	17.00%
Students receiving Migrant Education services	209	179	85.60%	14.40%	12.00%
Students with Disabilities	784	607	77.40%	22.60%	2.00%

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for Mathematics.

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