Mira Loma High School
School Accountability Report Card
Reported Using Data from the 2012-13 School Year
Published During 2013-14

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at http://www.cde.ca.gov/ta/ac/sa/.
- For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

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

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

Additional Information
For further information regarding the data elements and terms used in the SARC see the 2012–13 Academic Performance Index Reports Information Guide located on the CDE API Web page at http://www.cde.ca.gov/ta/ac/ap/.

II. About This School

Contact Information (School Year 2013-14)

School Contact Information	
School Name	Mira Loma High School
Street	4000 Edison Avenue
City, State, Zip	Sacramento CA, 95821
Phone Number	(916) 971-7485
Principal	Rich Nichols
E-mail Address	rnichols@sanjuan.edu
CDS Code	34-67447-3435930

District Contact Information	
District Name	San Juan Unified School District
Phone Number	(916) 971-7700
Web Site	www.sanjuan.edu
Superintendent	Glynn Thompson
E-mail Address	glynn.thompson@sanjuan.edu

School Description and Mission Statement (School Year 2012-13)
This section provides information about the school, its programs and its goals.

Mission Statement:
Embracing diversity and valuing excellence, Mira Loma High School's mission is to inspire and educate each student toward academic achievement, critical thinking, intrinsic success and responsible contributions to a peaceful international society by providing innovative, rigorous, student-focused instruction through a rich tradition of high-quality programs and dynamic activities in a safe, compassionate, and collaborative learning community.

School Profile:
In 2010 Mira Loma High School celebrated its 50th anniversary. Built in 1960, Mira Loma High School is one of nine comprehensive high schools in the San Juan Unified School District, located in Sacramento County. With one primary feeder school and strong academic and extra-curricular programs, Mira Loma is a school of choice for many of San Juan as well as out of district students. The school is located in a suburban community, with students from a wide spectrum of socio-economic backgrounds. This diversity is a valuable asset that strengthens and enriches our community. Mira Loma is best known for its International Baccalaureate (IB) program. The IB program is among the largest (700) students and most successful (by IB pass rate) in the nation. The Mira Loma IB program draws talented students from four counties. In addition to the IB program, Mira Loma offers the International Studies (IS) program, the International Passport program, Advancement Via Individual Determination (AVID), Special Education and English Language (EL) learner program to an ethnically diverse student population of about 1665 students. Notably, Newsweek Magazine recognized Mira Loma as the best high school in the region and in the top 300 high schools in the nation each of the last five years.

Mira Loma has partnered with many community organizations to directly benefit students including the San Juan Foundation, Chicago Architectural, Mazatlan Orphanage, UC Davis, CSU Sacramento, Sacramento Kings, Air Quality Resources Board, Intel Corporation Mentor Program, SMAC Cultural and Educational Foundation, River Cats, USA Football, State Farm Foundation, Wells Fargo, Raleys, and the International Baccalaureate Program.

Enrollment Data- gender, grade, ethnicity:
Mira Loma High School is a comprehensive high school with 1665 students. This represents an increase in enrollment of about a hundred students over the previous year. Enrollment is favorably affected by students from outside Mira Loma's attendance area. These students choose to attend Mira Loma for its outstanding IB, MYP, IS, and Passport programs. From this pool, Mira Loma attracts 353 inter-district students and 80 intra-district students. Mira Loma currently has 451 freshmen, 435 sophomores, 423 juniors, and 356 seniors.

The Mira Loma community exhibits a genuine dedication to all students, fosters a collaborative culture that is empathetic to students, and feels a pride in being part of the Mira Loma Matador Culture and its history of academic excellence

Principal's Message:
Mira Loma is again doing well on the two major accountability measures used to show school progress. AYP (Academic Yearly Progress) - This is a federal accountability measure designed to ensure schools across the nation are making progress toward meeting the federal legislation regarding student achievement. This measure looks at student achievement data, graduation rates and the qualifications of school staff. API (Academic Performance Index) - This is a state accountability measure designed to ensure schools in California are making significant improvement. The API scale is from 100 to 1000 with a score of 800 considered proficient. Each school not reaching 800 is required to improve by five percent of the difference between their current API and the target score of 800.

Mira Loma met 20 of 22 of the requirements of the AYP for 2013. With regard to the API, Mira Loma's base score in 2012 was 836 with a goal of remaining over 800. We met our goal and improved 2 points to 838. We were one of only three comprehensive high schools in San Juan Unified to score above 800 and the only plus 800 school to show an increase. The 838 score ranks us among the top ten comprehensive high schools in Sacramento County. While not all of our significant subgroups met their targets this year, the number of students scoring in the proficient and advanced range continues to grow. We are proud of the work on the part of our students and staff and will continue to work to reach well beyond 800. These scores are of growing importance with college recruiters. As the competition for spaces in post-secondary institutions continues to tighten, colleges are beginning to look at the relative strength of individual schools. Students coming from schools with high API scores may receive more consideration than those coming from schools with a lower API. As of this year STAR tests will be phased out and a new test, Measures of Academic Progress (MAP), will be phased in. Last month 9th grade students were tested in math and English and staff are just now looking at how to best use the results. As we continue to refine the process for MAP testing, we remind you to encourage your child(ren) to do their very best so that our API score truly reflects what we do at Mira Loma High School.

Mira Loma High School is currently modifying our Site Plan for Student Achievement. This year's plan is largely built upon the self study we completed three years ago and will be reviewed by members of the original WASC Committee. I will share this information with our PTSA, IB and IS, ELAC and other parent groups later this year. Please join us at these meetings as they provide a great opportunity to find out what is going on at MLHS and to meet other parents committed to the education of their children.

Thanks again for your support. I am continually impressed by the support our parents provide to our students and staff. We couldn't do the work we do without your efforts.

Sincerely,
Rich Nichols
Principal

Opportunities for Parental Involvement (School Year 2012-13)
This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

Parents are integral partners in successful schools. At Mira Loma, parents actively contribute time, energy, and resources in support of all students and faculty by participating in the Parent/Teacher/Student Association, Athletic Boosters, IB Parent Organization, IS Student Parent Organization, Band Parents, Passport Parent Committee, and ELL Advisory Committee. Parents also share in schoolwide decision making through the School Site Council and Safe Schools Committee. An on-line multi-lingual newsletter is produced through the P.T.S.A. for all parents and is posted monthly. Parents are also kept informed by school personnel through progress reports and report cards mailed home regularly. Our parent organizations provide significant support for students and staff. Examples of their support include providing materials and equipment for academic programs and academic competition teams, developing and distributing our newsletter, Mat Matters, funding multiple scholarships for students, developing a student/parent survey, securing a variety of grants, funding students to participate in activities such as our International Studies work with an orphanage in Mazatlan, Mexico and our sister school exchange program with Tanabe, Japan. Since 1996, the IB parent group also sponsors a College Information Sunday. Parents of Special Education students are very involved in decision making for individual transition planning and for IEPs. Many parents volunteer for special projects, school improvement activities, curriculum development and Mat Matters. Please contact the school office for volunteer information at 971-7465.

III. Student Performance

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.

- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in   grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.

- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at http://star.cde.ca.gov.

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	63	68	69	55	57	54	54	56	55
Mathematics	49	53	54	49	50	47	49	50	50
Science	57	61	72	58	60	59	57	60	59
History-Social Science	56	62	63	47	49	48	48	49	49

Note: 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.

Standardized Testing and Reporting Results by Student Group - Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	54	47	59	48
All Student at the School	69	54	71	63
Male	65	56	75	62
Female	73	52	68	64
Black or African American	41	19	30	33
American Indian or Alaska Native				
Asian	90	82	83	87
Filipino	77	41	73	79
Hispanic or Latino	48	30	47	39
Native Hawaiian/Pacific Islander				
White	69	52	75	62
Two or More Races	71	43		63
Socioeconomically Disadvantaged	45	29	43	39
English Learners	15	26	16	18
Students with Disabilities	28	24	23	8
Students Receiving Migrant Education Services				

Note: 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.

California High School Exit Examination
The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB).

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at http://cahsee.cde.ca.gov/.

California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	69	69	76	58	58	58	59	56	57
Mathematics	72	71	76	57	56	59	56	58	60

Note: 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.

California High School Exit Examination Grade Ten Results by Student Group – Most Recent Year

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	42	22	36	41	37	22
All Students at the School	24	18	58	24	28	48
Male	24	16	60	23	24	53
Female	25	20	56	25	32	43
Black or African American	52	28	21	60	23	17
American Indian or Alaska Native						
Asian	8	18	73	4	12	84
Filipino	18		82	18	55	27
Hispanic or Latino	52	23	25	59	25	16
Native Hawaiian/Pacific Islander						
White	19	19	63	16	35	49
Two or More Races						
Socioeconomically Disadvantaged	46	28	26	46	34	20
English Learners	83	14	3	57	34	9
Students with Disabilities	81	11	7	88	6	6
Students Receiving Migrant Education Services						

Note: 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.

California Physical Fitness Test Results (School Year 2012-13)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT Web page at http://www.cde.ca.gov/ta/tg/pf/.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	15.0	20.5	50.6

Note: 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.

IV. Accountability

Academic Performance Index
The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API Web page at http://www.cde.ca.gov/ta/ac/ap/.

Academic Performance Index Ranks - Three-Year Comparison
This table displays the school's statewide and similar schools' API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2010	2011	2012
Statewide	8	8	9
Similar Schools	7	5	6

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School	1	20	2
Black or African American	-29		
American Indian or Alaska Native			
Asian	-10	19	-4
Filipino			
Hispanic or Latino	57	25	-23
Native Hawaiian/Pacific Islander			
White	-7	10	11
Two or More Races			
Socioeconomically Disadvantaged	5	21	6
English Learners	-8	46	-101
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group - 2013 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2013 Growth API at the school, LEA, and state level.

Group	2013 Growth API					
	School		District		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	1,147	838	31,552	782	4,655,989	790
Black or African American	87	680	2,195	672	296,463	708
American Indian or Alaska Native	5		411	762	30,394	743
Asian	326	939	1,727	886	406,527	906
Filipino	29	864	478	832	121,054	867
Hispanic or Latino	163	719	6,061	704	2,438,951	744
Native Hawaiian/Pacific Islander	12	760	290	727	25,351	774
White	505	841	19,816	808	1,200,127	853
Two or More Races	20	793	574	762	125,025	824
Socioeconomically Disadvantaged	444	721	14,726	712	2,774,640	743
English Learners	125	637	3,828	653	1,482,316	721
Students with Disabilities	86	537	3,874	592	527,476	615

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

• Participation rate on the state's standards-based assessments in ELA and mathematics
• Percent proficient on the state's standards-based assessments in ELA and mathematics
• API as an additional indicator
• Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at http://www.cde.ca.gov/ta/ac/ay/.

Adequate Yearly Progress Overall and by Criteria (School Year 2012-13)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	No	No
Met Percent Proficient: Mathematics	No	No
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	Yes	Yes

Federal Intervention Program (School Year 2013-14)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations Web page: http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2008-2009
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	---	18
Percent of Schools Currently in Program Improvement	---	94.7

V. School Climate

Student Enrollment by Grade Level (School Year 2012-13)

Grade Level	Number of Students
Grade 9	439
Grade 10	448
Grade 11	368
Grade 12	348
Ungraded Secondary	
Total Enrollment	1,603

Student Enrollment by Group (School Year 2012-13)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	8.1	White	46.4
American Indian or Alaska Native	0.4	Two or More Races	1.6
Asian	25.5	Socioeconomically Disadvantaged	37.4
Filipino	2.4	English Learners	16.0
Hispanic or Latino	14.4	Students with Disabilities	8.0
Native Hawaiian/Pacific Islander	1.0		

Average Class Size and Class Size Distribution (Secondary)

Subject	2010-11				2011-12				2012-13			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	27.4	13	15	22	29.2	5	23	18	23	14	21	26
Mathematics	28.8	6	20	13	29.4	7	15	17	27	10	18	25
Science	29.8	4	14	16	30.5	2	16	14	29	7	18	20
Social Science	28.4	10	15	21	28.4	8	19	17	29	9	24	27

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

School Safety Plan (School Year 2012-13)

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

This school is linked directly to the San Juan Unified School District's Safe Schools Program. In partnership with the Sacramento County Sheriff's Department and the City of Citrus Heights Police Department (CHPD), each school becomes part of a safety zone that is patrolled daily by a sheriff's deputy assigned specifically to specific geographic zone or CHPD officer assigned to a particular school or small group of schools within the City of Citrus Heights. In addition to daily support from a designated Sheriff's deputy or CHPD officer, this school is a part of the San Juan Unified School District's Safe Schools Task Force, which is comprised of safety teams from each of the school sites. Each school safety team meets regularly to discuss safety issues and to take steps to be proactive in preventing various types of school-related safety issues. Law enforcement provides speakers to address students, staff and community groups. Our safety team receives regular training through the Task Force. The School Site Council is responsible for updating our comprehensive school safety plan on a yearly basis. Every San Juan classroom has a standardized "Safety Folder" which serves as a guide for teachers and also includes the site specific crisis response procedures.

Suspensions and Expulsions

Rate	School			District		
	2010-11	**2011-12**	**2012-13**	**2010-11**	**2011-12**	**2012-13**
Suspensions	21.2	35.8	26.5	16.45	19.4	13.2
Expulsions	0.64	0.3	0.3	0.19	0.1	0.1

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

VI. School Facilities

School Facility Conditions and Planned Improvements (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

• Description of the safety, cleanliness, and adequacy of the school facility
• Description of any planned or recently completed facility improvements
• Description of any needed maintenance to ensure good repair

Mira Loma High School, constructed in 1960, completed the last phase of modernization from funds from Measure S passed by the voters in November of 1998. Walkways, parking lots and hard courts were resurfaced in 2005, and exterior paint was completed in 2007. The process of painting classrooms began in fall 2010 and was completed in spring 2011. Renovation of the student and public restrooms began in the summer of 2011 and was completed in spring 2012. Currently, there is sufficient space to house the student population. Site custodial staff keep the buildings clean as well as a part-time site maintenance custodian who keep the various systems of the school operational. The district provides gardening and landscape maintenance as well as support to keep the major systems such as plumbing, heating, and air conditioning functioning. Using Measure J funds, a landscape and irrigation project was completed Fall 2013 in the main quad area. This included ornamental fencing, sidewalks and ramps, storm drains and sewer lines, grass, plants and trees.

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 February 2013 and determined that there were no unsafe conditions that required emergency repairs. District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A computer automated work order process is used to ensure efficient service and that emergency repairs and health and safety repairs are given the highest priority. The Board of Education has adopted cleaning standards and custodial staffing requirements for all schools in the district. This school meets the Board's standards for custodial staffing and cleanliness. The school's custodians are trained in the proper use of cleaning chemicals and Integrated Pest Management techniques. They are managed day to day by the Principal with assistance from the district's maintenance department. The district participates in the State School Deferred Maintenance Program, with funding allocated for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. Annually the district budgets $2 million dollars for deferred maintenance activities.

School Facility Good Repair Status (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

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

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[ ]	[ ]	
Interior: Interior Surfaces	[X]	[ ]	[ ]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	
Electrical: 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]	[ ]	[ ]	

Table title: School Facility Good Repair Status (School Year 2013-14) — Year and month in which data were collected: 02/26/2013

Overall Facility Rate

	Exemplary	Good	Fair	Poor
Overall Rating	[ ]	[X]	[ ]	[ ]

VII. Teachers

Teacher Credentials

Teachers	School			District
	2010-11	**2011-12**	**2012-13**	**2012-13**
With Full Credential	72	72	66	1740
Without Full Credential	0	0	0	24
Teaching Outside Subject Area of Competence (with full credential)	9	5	4	---

Teacher Misassignments and Vacant Teacher Positions

Indicator	2011-12	2012-13	2013-14
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

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

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

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2012-13)

The federal ESEA, also known as NCLB, requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE Improving Teacher and Principal Quality Web page at www.cde.ca.gov/nclb/sr/tq/.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	95	5
All Schools in District	81	19
High-Poverty Schools in District	81	19
Low-Poverty Schools in District		

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

VIII. Support Staff

Academic Counselors and Other Support Staff (School Year 2012-13)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		---
Library Media Teacher (Librarian)		---
Library Media Services Staff (Paraprofessional)		---
Psychologist		---
Social Worker		---
Nurse		---
Speech/Language/Hearing Specialist		---
Resource Specialist		---
Other		---

Note: 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.

IX. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2013-14)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: September 24, 2013

San Juan Unified held a public hearing on September 24, 2013 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 2013 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school. If you would like more information on the textbooks and instructional materials please visit our website: http://www.sanjuan.edu/departments.cfm?subpage=125110.

In 2011, the Governor and State Legislature extended the suspension of SBE adoptions of instructional materials until the 2015-16 school year (EC Section 60200.7). While the suspension of adoptions ends in July 2015, at this time there is not yet a schedule established in law for the cycle of future adoptions.

However, in 2012 the Governor and State Legislature enacted AB 1246 (Brownley) which established EC Section 60207 and thereby authorized the SBE to adopt new Common Core State Standards (CCSS)-aligned K-8 instructional materials for mathematics no later than March 2014. More information about this scheduled adoption is available on the CDE Mathematics Web page.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Holt Reinhart: Literature and Language Arts Adopted 2005 Pro-Ed, Inc.: Reading Milestones Adopted 2007	Yes	0.0
Mathematics	McDougal Littell: California Math Algebra 1 [Green Bicycle] Adopted 2008 McDougal Littell: Algebra 2 Adopted 2008 Holt: California Mathematics, Course 2 – Pre Algebra Adopted 2009 McDougal Littell: Geometry Adopted 2008	Yes	0.0
Science	Prentice Hall, 2007: Biology, CA Edition Adopted 2009 Pearson Prentice Hall, 2007: California Chemistry Adopted 2007 Glencoe McGraw Hill, 2002: Earth Science, Geology, the Environment, & the Universe Adopted 2004 Holt, 2004: Environmental Science Adopted 2009 Prentice Hall, 2009: Conceptual Physics Adopted 2008	Yes	0.0

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
History-Social Science	Prentice Hall, 2006: Magruder's American Government Adopted 2007 Teachers' Curriculum Institute, 2006: Geography Alive! Adopted 2007 McDougal Littell, 2006: The Americans Adopted 2006 McDougal Littell, 2006: Modern World History: Patterns of Interaction Adopted 2006 Glencoe Economics: Today & Tomorrow Adopted 2006 Glencoe Economics: Principles & Practices Adopted 2006	Yes	0.0
Foreign Language	McDougal Littell: En Espanol!: Spanish Adopted 2002 Holt: Nuevas Vista: Spanish Adopted 2007 Prentice Hall: Realidades: Spanish Adopted 2007 McDougal Littell: French Adopted 2007 Langenscheidt: geni@1A1: German Adopted 2008 Cheng and Tsui: Japanese Adopted 2002 Prentice Hall: Russian Adopted 2008 Cheng and Tsui & Thomson Learning: Chinese Adopted 2002 Prentice Hall: Russian Adopted 2008	Yes	0.0%
Health	Holt, 2004: Lifetime Health, California Edition Adopted 2005	Yes	0.0%
Science Laboratory Equipment (grades 9-12)	The school stocks an adequate supply of equipment for its students. Inventory includes, but is not limited to: microscopes, slides, ring stands, clamps, support rings, utility clamps, test tubes, test tube holders and brushes, tongs, flasks, beakers, and Bunsen burners. For more information, please call the school office.	Yes	0.00%

X. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	**Supplemental/ Restricted**	**Basic/ Unrestricted**	
School Site	$5,872	$1,305	$4,567	
District	---	---	$5,013	$71,297
Percent Difference: School Site and District	---	---	-8.9	
State	---	---	$5,537	$69,704
Percent Difference: School Site and State	---	---		

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.

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.

Types of Services Funded (Fiscal Year 2012-13)
This section provides specific information about the types of programs and services available at the school that support and assist students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

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

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

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

In FY 2011-12, the district spent $7,732,354 in restricted general fund for positions that would have usually been paid for by unrestricted dollars (SF-0) due to receiving American Recovery and Reinvestment Act (ARRA) Education Jobs Funds (EJF). The positions that were paid for included 21.0 FTE for Counselors, 24.0 FTE for Principals and 18.0 FTE for Vice Principals. Due to this change, many schools showed a decrease in unrestricted costs and an increase in restricted costs.

In FY 2011-12, the district spent $3,163,102 in restricted general fund from the Economic Impact Aid (EIA) grant. The expenses were coded with a central location (000) in 2011-12, when in the previous year the dollars were coded to site locations. The impact of this change will show a decrease in restricted expenses.

Teacher and Administrative Salaries (Fiscal Year 2011-12)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$41,336	$41,462
Mid-Range Teacher Salary	$70,764	$66,133
Highest Teacher Salary	$83,464	$85,735
Average Principal Salary (Elementary)	$104,439	$107,206
Average Principal Salary (Middle)	$110,111	$111,641
Average Principal Salary (High)	$126,647	$122,628
Superintendent Salary	$225,000	$225,176
Percent of Budget for Teacher Salaries	40.7%	38.3%
Percent of Budget for Administrative Salaries	6.6%	5.1%

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

XI. School Completion and Postsecondary Preparation

Admission Requirements for California's Public Universities

University of California
Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the UC Admissions Information Web page at http://www.universityofcalifornia.edu/admissions/.

California State University
Eligibility for admission to the California State University (CSU) is determined by three factors:

•   Specific high school courses
•   Grades in specified courses and test scores
•   Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the CSU Web page at http://www.calstate.edu/admission/admission.shtml.

Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
Dropout Rate	12.30	9.20	7.50	13.40	11.80	10.50	16.60	14.70	13.10
Graduation Rate	90.62	88.24	89.44	86.66	79.77	80.63	80.53	77.14	78.73

Completion of High School Graduation Requirements

This table displays, by student group, the number of students who were a part of the school's most recent graduating class for which CDE has available data and meet all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2012		
	School	District	State
All Students	329	3,807	418,598
Black or African American	32	271	28,078
American Indian or Alaska Native	3	45	3,123
Asian	83	202	41,700
Filipino	9	56	12,745
Hispanic or Latino	35	606	193,516
Native Hawaiian/Pacific Islander	2	30	2,585
White	162	2548	127,801
Two or More Races	3	43	6,790
Socioeconomically Disadvantaged	117	1051	217,915
English Learners	49	435	93,297
Students with Disabilities	26	364	31,683

Career Technical Education Programs (School Year 2012-13)

This section provides information about Career Technical Education (CTE) programs including:

• Programs and classes offered that are specifically focused on career preparation and or preparation for work
• How these programs and classes are integrated with academic courses and how they support academic achievement
• How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students
• The measurable outcomes of these programs and classes, and how they are evaluated
• State the primary representative of the district's CTE advisory committee and the industries represented on the committee

San Juan Unified defines their career paths following the strict criteria set within the Perkins Act and/or the California Partnership guidelines. Although most completion data is collected through our ROP regionally (Sacramento County Office of Education), the CTE department collects data on the number of students moving through our local sequences. Some ROP 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. ROP course are defined as completer based on length of course, sequence, and skill development.

The ROP 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. Students enrolled in the programs are provided strong experiences in all aspects of an industry.

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

Computer Applications
Natural Resources – 11th Graders
Natural Resources – 12th Graders

How does this class support student achievement?
When students experience CTE courses they have the opportunity to see the relationship between applied academic standards and the real world. Students find purpose in their studies and are provided an opportunity to apply their academic and industry skills to everyday problems.

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 the passing rate on the California High School Exit Exam (CAHSEE) along with completion of a sequence are all evaluated yearly. The number of completion certificates issued and the attainment of specific industry skills is analyzed. Data on attendance is also collected.

Career Technical Education Participation (School Year 2012-13)

Measure	CTE Program Participation
Number of pupils participating in CTE	498
% of pupils completing a CTE program and earning a high school diploma	28
% of CTE courses sequenced/articulated between the school/institutions of postsecondary education	100

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2012-13 Students Enrolled in Courses Required for UC/CSU Admission	80.6
2011-12 Graduates Who Completed All Courses Required for UC/CSU Admission	54.1

Advanced Placement Courses (School Year 2011–12)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		---
English		---
Fine and Performing Arts		---
Foreign Language		---
Mathematics	7	---
Science		---
Social Science		---
All courses	7	1.1

* Where there are student course enrollments.

XII. Instructional Planning and Scheduling

Professional Development
This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:
- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance, and data reporting, etc.)?

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 with its major initiatives such as Writing Workshop, Bookshop, Disciplinary Literacy, Balanced Math, UCD History Project, CSUS Math Project, Expository Reading and Writing Course, and Critical Literacy. Many voluntary professional development opportunities are provided throughout the year after school, on Saturdays, and during summer and vacation breaks. This includes training sponsored by district departments, BTSA, grant-funded projects, and the San Juan Teacher's Association. Many teachers and administrators also take advantage of opportunities with SCOE, CDE, 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 District Theory of Action. 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 (CCSS), 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 PAR/BTSA teachers.

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