

Mira Loma High School

School Accountability Report Card

Reported Using Data from the 2013-14 School Year

Published During 2014-15

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. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

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

About This School

Contact Information (Most Recent Year)

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
Web Site	www.sanjuan.edu/miraloma
CDS Code	34-67447-3435930

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

School Description and Mission Statement (Most Recent Year)

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

Student Enrollment by Grade Level (School Year 2013-14)

Grade Level	Number of Students
Grade 9	448
Grade 10	436
Grade 11	417
Grade 12	355
Total Enrollment	1,656

Student Enrollment by Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	7.2
American Indian or Alaska Native	0.6
Asian	26.7
Filipino	2.7
Hispanic or Latino	16.6
Native Hawaiian or Pacific Islander	1.1
White	42.5
Two or More Races	2.5
Socioeconomically Disadvantaged	40.8
English Learners	6.9
Students with Disabilities	7.3

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School			District
	2012-13	2013-14	2014-15	2014-15
With Full Credential	66	69	68	1777
Without Full Credential	0	1	2	20
Teaching Outside Subject Area of Competence (with full credential)	4	4	4	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
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 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	97.85	2.15
All Schools in District	86.71	13.29
High-Poverty Schools in District	84.94	15.06
Low-Poverty Schools in District	96.79	3.21

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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

Year and month in which data were collected: September 23, 2014

San Juan Unified held a public hearing on September 23, 2014 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 2014 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/textbooks>.

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%

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science Laboratory Equipment (grades 9-12)	The school stocks an adequate supply of equipment for its students. Inventory includes, but is not limited to: microscopes, slides, ring stands, clamps, support rings, utility clamps, test tubes, test tube holders and brushes, tongs, flasks, beakers, and Bunsen burners. For more information, please call the school office.	Yes	0.00%

School Facility Conditions and Planned Improvements (Most Recent Year)

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 2014 and determined that there were no unsafe conditions that required emergency repairs. District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A computer automated work order process is used to ensure efficient service and that emergency repairs and health and safety repairs are given the highest priority. The Board of Education has adopted cleaning standards and custodial staffing requirements for all schools in the district. This school meets the Board's standards for custodial staffing and cleanliness. The school's custodians are trained in the proper use of cleaning chemicals and Integrated Pest Management techniques. They are managed day to day by the Principal with assistance from the district's maintenance department. The district participates in the State School Deferred Maintenance Program, with funding allocated for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. Annually the district budgets \$2 million dollars for deferred maintenance activities.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 02/26/2014				
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]	[]	[]	

Overall Facility Rating (Most Recent Year)

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

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

California Assessment of Student Performance and Progress / Standardized Testing and Reporting Results for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)	61	71	72	60	59	61	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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 Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	61
All Student at the School	72
Male	70
Female	74
Black or African American	52
American Indian or Alaska Native	
Asian	86
Filipino	
Hispanic or Latino	51
Native Hawaiian or Pacific Islander	
White	73
Two or More Races	85
Socioeconomically Disadvantaged	51
English Learners	8
Students with Disabilities	36
Students Receiving Migrant Education Services	

Note: CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. 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 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
History-Social Science	56	62	63	47	49	48	48	49	49

Note: STAR Program was last administered in 2012-13. Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Academic Performance Index Ranks (Three-Year Comparison)

API Rank	2010-11	2011-12	2012-13
Statewide	8	9	9
Similar Schools	5	6	3

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

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	-3
Filipino			
Hispanic or Latino	57	25	-24
Native Hawaiian/Pacific Islander			
White	-7	10	11
Two or More Races			
Socioeconomically Disadvantaged	5	21	4
English Learners	-8	46	-5
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.

Career Technical Education Programs (School Year 2013-14)

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 every day problems.

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 every day 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 2013-14)

Measure	CTE Program Participation
Number of pupils participating in CTE	477
% of pupils completing a CTE program and earning a high school diploma	36
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	100

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

UC/CSU Course Measure	Percent
2013-14 Students Enrolled in Courses Required for UC/CSU Admission	78.57
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	56.51

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

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		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
English-Language Arts	69	76	74	58	58	50	56	57	56
Mathematics	71	76	80	56	59	53	58	60	62

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

California High School Exit Examination Grade Ten Results by Student Group (School Year 2013-14)

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	42	25	33	39	38	23
All Students at the School	26	15	59	20	29	50
Male	30	16	54	21	27	52
Female	23	14	63	20	31	49
Black or African American	50	23	27	50	31	19
American Indian or Alaska Native						
Asian	4	13	83	1	17	82
Filipino	9	18	73	27	18	55
Hispanic or Latino	42	27	31	40	40	21
Native Hawaiian or Pacific Islander						
White	30	12	58	20	33	47
Two or More Races	27	20	53	29	21	50
Socioeconomically Disadvantaged	53	22	25	39	42	19
English Learners	91	9		73	24	3
Students with Disabilities	96	4		75	25	
Students Receiving Migrant Education Services						

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

California Physical Fitness Test Results (School Year 2013-14)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	12.7	34.8	37.5

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (Most Recent Year)

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.

State Priority: Pupil Engagement

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

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

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

Indicator	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Dropout Rate	9.2	7.5	7.8	11.8	10.5	10.4	14.7	13.1	11.4
Graduation Rate	88.24	89.44	88.27	79.77	80.57	80.85	77.14	78.87	80.44

Completion of High School Graduation Requirements (Graduating Class of 2013)

Group	Graduating Class of 2013		
	School	District	State
All Students	90.52	83.08	84.56
Black or African American	81.25	66.84	75.90
American Indian or Alaska Native	100.00	80.26	77.82
Asian	100.00	92.92	92.94
Filipino	112.50	96.72	92.20
Hispanic or Latino	92.86	73.18	80.83
Native Hawaiian/Pacific Islander	66.67	77.14	84.06
White	87.22	87.72	90.15
Two or More Races	100.00	64.41	89.03
Socioeconomically Disadvantaged	92.48	80.97	82.58
English Learners	72.22	56.56	53.68
Students with Disabilities	64.29	60.78	60.31

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	13.2	11.0	10.3	9.8	8.3	7.4	5.7	5.1	4.4
Expulsions	0.2	0.3	0.1	0.1	0.1	0.0	0.1	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.

School Safety Plan (Most Recent Year)

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, includes the site specific crisis response procedures and a district standardized emergency flip chart.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

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

Federal Intervention Program (School Year 2014-15)

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	---	19
Percent of Schools Currently in Program Improvement	---	79.2

Note: Cells with "---" do not require data.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Average Class Size and Class Size Distribution (Secondary)

Subject	2011-12			2012-13			2013-14					
	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	29.2	5	23	18	28	14	21	26	28	15	19	30
Mathematics	29.4	7	15	17	27	10	18	25	27	14	18	24
Science	30.5	2	16	14	29	7	18	20	30	4	20	22
Social Science	28.4	8	19	17	29	9	24	27	31	6	25	30

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

Academic Counselors and Other Support Staff (School Year 2013-14)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	3.5	476
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: Cells with "----" do not require data. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$5,908	\$1,048	\$4,860	
District	---	---	\$5,013	\$70,990
Percent Difference: School Site and District	---	---	-3.1	
State	---	---	\$4,690	\$70,720
Percent Difference: School Site and State	---	---		

Note: Cells with "----" do not require data.

Types of Services Funded (Fiscal Year 2013-14)

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 2012-13)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$40,889	\$41,761
Mid-Range Teacher Salary	\$69,999	\$66,895
Highest Teacher Salary	\$82,562	\$86,565
Average Principal Salary (Elementary)	\$106,107	\$108,011
Average Principal Salary (Middle)	\$112,906	\$113,058
Average Principal Salary (High)	\$124,763	\$123,217
Superintendent Salary	\$225,000	\$227,183
Percent of Budget for Teacher Salaries	40	38
Percent of Budget for Administrative Salaries	6	5

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

Advanced Placement Courses (School Year 2013-14)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		---
English		---
Fine and Performing Arts		---
Foreign Language		---
Mathematics	5	---
Science		---
Social Science		---
All courses	5	1.3

Note: Cells with "----" do not require data.

* Where there are student course enrollments.

Professional Development

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

The District provides professional development opportunities for teachers and administrators with its major initiatives such as Writing Workshop, Disciplinary Literacy, Critical Math, UCD History Project, CSUS Math Project, Expository Reading and Writing Course, K-3 Reading 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.