

# Mira Loma High School

## School Accountability Report Card

### Reported Using Data from the 2019-2020 School Year

#### Published During 2020-2021

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

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### **DataQuest**

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

#### **California School Dashboard**

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

## About This School

### School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Mira Loma High School
Street	4000 Edison Avenue
City, State, Zip	Sacramento CA, 95821
Phone Number	(916) 971-7465
Principal	Lynne Tracy
Email Address	LTracy@sanjuan.edu
Website	<a href="http://www.sanjuan.edu/miraloma">http://www.sanjuan.edu/miraloma</a>
County-District-School (CDS) Code	34-67447-3435930

### District Contact Information (School Year 2020-2021)

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

### School Description and Mission Statement (School Year 2020-2021)

#### Vision Statement

Mira Loma aims to develop internationally-minded people who create a better and more peaceful world.

#### Mission Statement

Embracing diversity and valuing excellence, Mira Loma High School's mission is to educate each student through rigorous, high quality programs which involve dynamic activities in a collaborative, compassionate, and safe 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 students of San Juan as well as out-of-district students. The school is located in a suburban community, with students coming 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 - both diploma and middle years programs. 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, a Career Technical Education (CTE) Pathway in Medical Assisting, and a CTE Pathway in computer science - cyber security, Special Education, and an English Language Learner program to an ethnically diverse student population. Notably, Newsweek Magazine recognized Mira Loma as one of the best high schools in the region and in the top 300 high schools in the nation for the last five years.

Mira Loma has partnered with many community organizations to directly benefit students including the San Juan Foundation, UC Davis, CSU Sacramento, Air Quality Resources Board, Intel Corporation Mentor Program, SMAC Cultural and Educational Foundation, River Cats, Raleys, and the International Baccalaureate Program.

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 (Middle Year Program), and IS programs. From this pool, Mira Loma attracts approximately 350 inter-district students and 80 intra-district students.

**Principal's Message**

Our population continues to change. We have had a slight decline in out-of-district enrollments, but our local English language learner population has continued to grow. Mira Loma is a dynamic school with many positive academic programs for students, and we are recognized for excellence in many areas. However, the staff realizes that we still have improvements to make and our School Plan for Student Achievement, WASC (Western Association of Schools and Colleges) action plans, and IB 5-year review goals are all written to address these areas of professional development, and work towards a better school community and climate for student growth and achievement.

The students enjoy our brand new science building with 10 labs, an outdoor learning classroom, a community meeting room, and student small group study spaces, air conditioning in our gyms and fresh paint, and classroom space for every teacher to have their own room. We look forward to having all of you safely back on campus.

Sincerely,  
 Lynne Tracy  
 Mira Loma Principal

**Student Enrollment by Grade Level (School Year 2019-2020)**

Grade Level	Number of Students
Grade 9	447
Grade 10	427
Grade 11	419
Grade 12	440
<b>Total Enrollment</b>	<b>1,733</b>

**Student Enrollment by Student Group (School Year 2019-2020)**

Student Group	Percent of Total Enrollment
Black or African American	6.8
American Indian or Alaska Native	0.3
Asian	24.2
Filipino	2.8
Hispanic or Latino	21.8
Native Hawaiian or Pacific Islander	1
White	36.7
Two or More Races	5.7
Socioeconomically Disadvantaged	55.2
English Learners	14.7
Students with Disabilities	6.8
Foster Youth	0.1
Homeless	3.7

## A. Conditions of Learning

### State Priority: Basic

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

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

### Teacher Credentials

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	74	75	72	1943
Without Full Credential	3	2	0	38
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
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.

### Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: September, 2019

San Juan Unified held a public hearing on September 22, 2020 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 2018 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school. If you would like more information on the textbooks and instructional materials please visit our website: <http://www.sanjuan.edu/Page/23485> In July 2009, EC Section 60200.7. The State Board of Education has adopted frameworks for ELA/ELD, Math, Science and Social Sciences, and has identified an approved list of instructional materials available for adoption. For more information regarding San Juan's textbook adoption schedule, please visit our website:

<http://www.sanjuan.edu/cms/lib8/CA01902727/Centricity/Domain/140/Textbook%20Piloting%20adoption%20Schedule.pdf>

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	2016 Houghton Mifflin Harcourt - California Collections, Grades 9, 10, 11, 12 2015: Oxford University Press - English A: Literature (IB Diploma Programme) 2016: Bedford, Freeman, and Worth - The Language of Composition 2016: Pearson - Literature: An Introduction to Reading and Writing	Yes	0.0
<b>Mathematics</b>	2016: Cengage - Calculus 2016: Cengage - Calculus of a Single Variable 2016: Pearson - Elementary Statistics: Picturing the World 2018: Ramsey Education - Foundations in Personal Finance 2015: Houghton Mifflin Harcourt - Integrated Mathematics 1,2,3, Volumes 1 & 2 2007: Pearson - Mathematical Ideas 2018: McGraw-Hill - Mathematics for Business and Personal Finance 2017: Haese Mathematics - Mathematics for the International Student - Mathematics SL 2017: Cambridge University Press - Mathematics Higher Level for the IB Diploma & Mathematics Studies Standard Level for the IB Diploma 2016: Bedford, Freeman, and Worth - The Practice of Statistics for the AP Exam 2016: Cengage – Precalculus	Yes	0.0
<b>Science</b>	2009 Prentice Hall: Biology, 2013: Bio-Rad Laboratories - Biotechnology: A Laboratory Skills Course 2007: Pearson - Chemistry 2013: Cengage - Chemistry and Chemical Reactivity 2007: Cengage - Chemistry and Chemical Reactivity-8th edition 2008: Pearson Conceptual Integrated Science 2009: Pearson - Conceptual Physics 2002: Pearson - Earth Science 2002: Glencoe/McGraw-Hill - Earth Science: Geology, the Environment, and the Universe 2009: Houghton Mifflin Harcourt - Environmental Science 2012: Wiley - Environmental Science: Earth as a Living Planet 2008: Cengage Learning Essentials of College Physics 2007: Wiley - Foundations of College Chemistry	Yes	0.0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	2016: Pearson - Human Anatomy and Physiology 2006: Houghton Mifflin Harcourt - Lifetime Health 2009: Cengage - Living in the Environment 2016: Bedford, Freeman, and Worth - Myers' Psychology for AP 2009: Cambridge University Press- Physics for the IB Diploma 2016: Bedford, Freeman, and Worth - Thinking About Psychology		
<b>History-Social Science</b>	2019: Mcgraw-Hill - Impact California Social Studies-United States History and Geography - Continuity and Change 2019: McGraw-Hill - Impact California Social Studies-World History, Culture and Geography-The Modern World 2017: Cengage Learning - The American Pageant - AP Edition 2016: Oxford University Press - History of the Americas: 1880-1981 (IB Diploma Programme) 2005, 2011, 2000: Oxford University Press - The Twentieth-Century World and Beyond: An international History since 1900, 4th, 5th & 6th Edition 2018: Bedford, Freeman and Worth - Ways of the World in a Global History with Sources-For the AP Course 2018: Pearson - Government in America People, Politics, and Policy-AP Edition 2018: McGraw-Hill - Principles of American Democracy-Impact California Social Studies 2017: Cengage - The American Pageant - AP Edition 2007: Houghton Mifflin Harcourt - The Americans: Reconstruction to the 21st Century 2016: Oxford University Press - History of the Americas: 1880-1981 (IB Diploma Programme) 2007: Houghton Mifflin Harcourt - Modern World History: Patterns of Interaction 2000, 2005 and 2011: Oxford University Press - The Twentieth-Century World and Beyond: An international History since 2900, 4th, 5th & 6th Edition 2018: Bedford, Freeman and Worth - Ways of the World in a Global History with Sources-For the AP Course 2018: Pearson - Government in America People, Politics, and Policy-AP Edition 2018: McGraw-Hill - Principles of American Democracy-Impact California Social Studies 2018: Norton - Essentials of Cultural Anthropology: A	Yes	0.0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	Toolkit for a Global Age 2019: Perfection Learning Corporation-AMSCO AP Human Geography		
<b>Foreign Language</b>	2019: Cheng and Tsui-Integrated Chinese Simplified Characters 1 Textbook, 4th edition 2019: Cheng and Tsui- Integrated Chinese Traditional Characters 1 Textbook, 4th edition 2019: Cheng and Tsui- Integrated Chinese Simplified Characters 2 Textbook, 4th edition 2019: Cheng and Tsui- Integrated Chinese Traditional Characters 2 Textbook, 4th edition 2019: Cheng and Tsui- Integrated Chinese Simplified and Traditional Characters 3 Textbook, 4th edition 2019: Cheng and Tsui- Integrated Chinese Simplified and Traditional Characters 4 Textbook, 4th edition 2019: Cheng and Tsui- Masterwork’s Chinese Companion 2019: Cheng and Tsui- Ni Hao 1 Chinese Language Course Introductory Level 2019: Cheng and Tsui- Ni Hao 1 Textbook and Introduction to Chinese Introductory Level-Traditional Character Edition 2019: Cheng and Tsui- Ni Hao 2 Chinese Language Course Elementary Level 2019: Cheng and Tsui- Ni hao 2 Textbook Elementary Level-Traditional Character Edition 2017: Wayside- Apprenons 2016: Houghton Mifflin Harcourt – Bien dit! 1 2016: Houghton Mifflin Harcourt – Bien dit! 2 2016: Houghton Mifflin Harcourt – Bien dit! 3 2017: Pearson- Francais B – Livre de l’etudiant 2017: Vista Higher Learning – Imaginez 2017: Oxford University Press- IB French B Course Book: Oxford IB Diploma Program 2018: Cheng and Tsui- Adventures in Japanese 1 2018: Cheng and Tsui- Adventures in Japanese 2 2018: Cheng and Tsui- Adventures in Japanese 3	Yes	0.0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	2018: Cheng and Tsui- Dekiru! An AP Japanese Preparation Course 2017: Houghton Mifflin Harcourt- Avancemos! 3 2017: Houghton Mifflin Harcourt- Avancemos! 4 2017: Pearson- Ecuentros Maravillosos 2015: Pearson- Realidades 1 2015: Pearson- Realidades 2 2017: Vista Higher Learning- Temas 2019: Cengage Learning – Album Cuentos del mundo hispanico 2019: Cengage Learning – El Mundo Hispano 21-espanol para el siglo 21-Curso Intermedio		
<b>Health</b>	2006: Houghton Mifflin Harcourt - Lifetime Health	Yes	0.0%
<b>Science Laboratory Equipment (grades 9-12)</b>	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%

Note: Cells with N/A values do not require data.

## School Facility Conditions and Planned Improvements

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 October 2020 and determined that there were no unsafe conditions that required emergency repairs. District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A computer automated work order process is used to ensure efficient service and that emergency repairs and health and safety repairs are given the highest priority. The Board of Education has adopted cleaning standards and custodial staffing requirements for all schools in the district. This school meets the Board's standards for custodial staffing and cleanliness. The school's custodians are trained in the proper use of cleaning chemicals and Integrated Pest Management techniques. They are managed day to day by the Principal with assistance from the district's maintenance department. The district participates in the State School Deferred Maintenance Program, with funding allocated for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. Annually the district budgets \$2 million dollars for deferred maintenance activities.

### School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- 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 rate for each system inspected
- The overall rating

**Year and month of the most recent FIT report:** 10/22/2020

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

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	61	N/A	46	N/A	50	N/A
Mathematics (grades 3-8 and 11)	44	N/A	35	N/A	39	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

### CAASPP Test Results in ELA by Student Group

#### Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Science for All Students  
Grades Five, Eight, and High School  
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
<b>Science (grades 5, 8 and high school)</b>	40	N/A	29	N/A	30	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

**CAASPP Test Results in Science by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	N/A	N/A	N/A	N/A	N/A
<b>Male</b>	N/A	N/A	N/A	N/A	N/A
<b>Female</b>	N/A	N/A	N/A	N/A	N/A
<b>Black or African American</b>	N/A	N/A	N/A	N/A	N/A
<b>American Indian or Alaska Native</b>	N/A	N/A	N/A	N/A	N/A
<b>Asian</b>	N/A	N/A	N/A	N/A	N/A
<b>Filipino</b>	N/A	N/A	N/A	N/A	N/A
<b>Hispanic or Latino</b>	N/A	N/A	N/A	N/A	N/A
<b>Native Hawaiian or Pacific Islander</b>	N/A	N/A	N/A	N/A	N/A
<b>White</b>	N/A	N/A	N/A	N/A	N/A
<b>Two or More Races</b>	N/A	N/A	N/A	N/A	N/A
<b>Socioeconomically Disadvantaged</b>	N/A	N/A	N/A	N/A	N/A
<b>English Learners</b>	N/A	N/A	N/A	N/A	N/A
<b>Students with Disabilities</b>	N/A	N/A	N/A	N/A	N/A
<b>Students Receiving Migrant Education Services</b>	N/A	N/A	N/A	N/A	N/A
<b>Foster Youth</b>	N/A	N/A	N/A	N/A	N/A
<b>Homeless</b>	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

## Career Technical Education Programs (School Year 2019-2020)

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San Juan Unified defines their career paths following the strict criteria set within the Perkins Act and/or the California Partnership guidelines. The Career Technical Education (CTE) department collects data on the number of students moving through our local sequences. Some CTE courses, because of the time requirements, internship element and industry standards they meet, are defined as a sequence within themselves. Introductory CTE courses are found throughout our schools, concentrators are students who take a second level course within the same career path, and students are referred to as completers when they complete a sequence of courses leading to certification, employability, and/or further technical training. Capstone courses are defined as completer based on length of course, sequence, and skill development.

The CTE capstone course leads to a certificate/industry skill sheet or license if applicable. The program also provides the student with academic and technical knowledge and skill through integrated academic and technical instruction. The programs prepare students to enter current or emerging careers for further training within the career path for which there is gainful employment. All students are provided practical experiences to pursue post high school employment and gain course work that is A-G compliant.

San Juan Unified also provides students career preparation through enrollment in California Partnership Academies. We have three California Partnership Academies in the areas of: business–finance/entrepreneurship, pre-engineering/product innovation, and patient care. Our schools have numerous career paths opportunities beyond the state funded California Partnership Academy.

Mira Loma offers the following CTE pathways and courses:

### Networking Pathway: Cybersecurity

- Exploring Computer Science
- Computer Science Principles
- Cybersecurity (capstone completion course)

### Patient Care Pathway: Medical Assisting

- Introduction to Medical Careers
- Medical Careers
- Medical Assistant (capstone completion course)

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

- Auto Maintenance and Light Repair I
- Auto Maintenance and Light Repair II
- Bakery Academy
- Broadcast and Video Production
- Construction Technology
- Culinary Arts
- Dental Careers
- Dental Radiation and Safety (taken with Dental Careers)
- Fire Technology
- Public Safety Careers

### **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 and graduation rates 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 (CTE) Participation (School Year 2019-2020)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	192
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	95
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	100

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

UC/CSU Course Measure	Percent
2019-20 Pupils Enrolled in Courses Required for UC/CSU Admission	98.79
2018-19 Graduates Who Completed All Courses Required for UC/CSU Admission	52.99

### State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

### California Physical Fitness Test Results (School Year 2019-2020)

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

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

## C. Engagement

### State Priority: Parental Involvement

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

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

### Opportunities for Parental Involvement (School Year 2020-2021)

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 Boosters Association, IB (International Baccalaureate) Parent Organization, IS Student Parent Organization, Grad Night Committee, and EL (English learner) Advisory Committee. Parents also share in school-wide decision making through the School Site Council and Safe Schools Committee. MatMatters, our school e-newsletter is an online communication run by parent volunteers. 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, funding multiple scholarships for students, and funding students to participate in activities. 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 (Individualized Education Plans). Many parents volunteer for special projects and to help with school improvement activities, Please contact the school office for volunteer information at 916-971-7465.

### State Priority: Pupil Engagement

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

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

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

Indicator	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Dropout Rate	4.8	3.1	7.2	10.3	11.7	10.9	9.1	9.6	9
Graduation Rate	92	94	88.5	78.3	76.6	78.8	82.7	83	84.5

### State Priority: School Climate

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

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

### Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	7.3	9.0	5.8	4.9	3.5	3.5
Expulsions	0.3	0.1	0.1	0.1	0.1	0.1

## Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	5.72%	3.58%	
<b>Expulsions</b>	0.16%	0.03%	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

## School Safety Plan (School Year 2020-2021)

San Juan Unified School District makes safety a top priority. In accordance with the California Education Code, each school site's comprehensive school safety plan is reviewed, edited as needed and approved by the school site safety team by March 1 of each year. The plan includes a review of safety data for the campus, incident response information in case of fire, earthquakes and other dangers, and details on safety policies. A copy of the plan is available for review in the school office.

Drills are held on a regular basis to include fire drills, shelter in place, and lock down drills.

Safety is a shared responsibility, and our school is supported by the district's Safe Schools program in coordination with the Sacramento Sheriff's Department and Citrus Heights Police Department. The Safe Schools program provides district employed safety specialists who provide safety advice, training and respond to critical incidents. Sworn law enforcement is called, when needed, to assist the safety specialists. In addition, San Juan Unified has the option of employing uniformed law enforcement officers when needed.

## Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
<b>English Language Arts</b>	28	15	31	26	27	22	34	23	25	25	36	19
<b>Mathematics</b>	25	17	36	12	27	8	39	14	27	10	36	12
<b>Science</b>	29	6	24	19	30	7	21	21	29	5	32	15
<b>Social Science</b>	28	12	22	30	31	7	19	36	29	9	32	22

\*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.

## Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
<b>Academic Counselors*</b>	298.8

\*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.



### Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	5.8
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.4
Resource Specialist (non-teaching)	
Other	

\*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 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	7711	1057	6654	77046
District	N/A	N/A	8324	\$78,090
Percent Difference - School Site and District	N/A	N/A	-22.3	-1.3
State	N/A	N/A	\$7,750	\$83,052
Percent Difference - School Site and State	N/A	N/A	-15.2	-7.5

Note: Cells with N/A values do not require data.

### Types of Services Funded (Fiscal Year 2019-2020)

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>.

### Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46,561	\$50,029
Mid-Range Teacher Salary	\$79,708	\$77,680
Highest Teacher Salary	\$94,014	\$102,143
Average Principal Salary (Elementary)	\$117,459	\$128,526
Average Principal Salary (Middle)	\$126,710	\$133,574
Average Principal Salary (High)	\$142,797	\$147,006

Category	District Amount	State Average For Districts In Same Category
Superintendent Salary	\$283,645	\$284,736
Percent of Budget for Teacher Salaries	34.0	33.0
Percent of Budget for Administrative Salaries	6.0	5.0

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

### Advanced Placement (AP) Courses (School Year 2019-2020)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics	3	N/A
Science		N/A
Social Science		N/A
All courses	3	4.7

\*Where there are student course enrollments of at least one student.

### Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement		3	9

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

The District provides professional development opportunities for teachers and administrators that support the implementation of Common Core State Standards in English language arts, mathematics, science, social studies, and the ELA/ELD Framework. Specific professional development initiatives include: Culturally Responsive Practices, Critical Literacy, TK-2 Reading, Supporting Independence and Engagement through Reading and Writing, Math to the Core, Expository Reading and Writing Course, and ELD Foundations. District departments, Center for Teacher Support, grant-funded projects, and the San Juan Teacher's Association sponsor additional training opportunities. Professional development opportunities are voluntary for teachers and are provided throughout the year in a variety of formats: during the school day, after school, on Saturdays, and during summer and vacation breaks. Many teachers and administrators also take advantage of opportunities with Sacramento County Office of Education, California Department of Education, the college/university programs, state/national education organizations, and private educational institutes.

What grounds the professional development in the district is the District Strategic Plan and the Local Control Accountability Plan. Professional Development is further determined using one or more of the following: (a) student achievement data, (b) staff survey data, and (c) district-identified goals. Professional development addresses the Common Core State Standards, teaching strategies, curriculum, assessment, technology, classroom management, safety, and leadership. Administrator training accompanies professional development in district focus areas, providing implementation support for teachers on site. Content-area coaches are available at some schools. Additional classroom support is provided to new and struggling teachers by consulting teachers from the Center for Teacher Support.

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