



# Mira Loma High School

## 2011-2012 School Accountability Report Card

**Rich Nichols,  
Principal**

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**San Juan Unified  
School District**

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### Principal's Message

Mira Loma is a unique school consisting of a diverse student population with many programs designed to meet the needs of individual students. We are a comprehensive high school serving a student body of more than 1600 students. The staff of Mira Loma High School is highly qualified and dedicated to providing our students with a world-class education. We offer a variety of academic programs to meet a wide range of student needs. These programs include International Baccalaureate, International Studies, International Passport, Special Education, and English Language Development. Along with our focus on the academic needs of our students, we also offer a wide variety of extracurricular activities including interscholastic sports, academic competition teams, student performance groups, and more than thirty clubs. Please browse our website for specific information regarding the academic programs and extracurricular activities available at Mira Loma. Please feel free to contact us for additional information and/or to make suggestions.

### 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

Mira Loma High School is one of 9 comprehensive high schools in San Juan Unified School District. Mira Loma offers an academic program, aligned with California Content Standards, which is designed to prepare students for success in the workplace and in post secondary schooling.

It is the mission of Mira Loma High School to prepare and challenge students for the 21st century. The Mira Loma curriculum prepares students to attend colleges and universities throughout the world, learn vocational skills, and compete successfully in the work place. As a result of exposure to a multicultural environment, students will develop the social skills needed to be productive citizens. Mira Loma's unique programs in the areas of International Baccalaureate, International Studies, and International Passport, will enable students to function in a global community.

#### Student Enrollment by Ethnic Group

2011-12

	Percentage
African American	9.4%
American Indian	0.9%
Asian	23.6%
Filipino	2.3%
Hispanic or Latino	14.9%
Pacific Islander	0.9%
White	46.7%
Two or More	1.3%
None Reported	-

## Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the principal's secretary, Claire August, at Mira Loma High School at 971-7485.

## 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.

## Enrollment By Grade

This chart illustrates the enrollment trend by grade level for the past three school years.

Enrollment Trend by Grade Level			
	2009-10	2010-11	2011-12
9th	577	402	465
10th	404	424	399
11th	422	380	382
12th	222	355	349

## Class Size

Average class sizes vary by grade level and subject area taught. In addition to credentialed teachers, students may receive assistance in the classroom from parent volunteers, classified support staff, and outside tutors. The table indicates the average class size by grade level or subject area, as well as the number of classes offered in reference to their enrollment.

Class Size Distribution												
	Average Class Size			Classrooms Containing:								
				1-20 Students			21-32 Students			33+ Students		
	10	11	12	10	11	12	10	11	12	10	11	12
By Subject Area												
English	25	27	29	20	13	5	11	15	23	35	22	18
Mathematics	25	29	29	19	6	7	22	20	15	16	13	17
Science	28	30	31	6	4	2	23	14	16	15	16	14
Social Science	28	28	28	11	10	8	11	15	19	27	21	17

## Discipline & Climate for Learning

Students at Mira Loma High are guided by specific rules and classroom expectations that promote high academic expectations, respect, cooperation, courtesy and acceptance of others. Parents and students are informed of school rules and discipline policies through the Parent Handbook and school rules which are distributed during the enrollment process, and through the student handbook which is posted online and linked to the Mira Loma website.

The Suspensions and Expulsions table illustrates total cases for the last three years, as well as a percentage of enrollment. Suspensions are expressed in terms of total infractions, not number of students suspended, as some students may have been suspended on multiple occasions. Expulsions occur only when required by law or when all other alternatives are exhausted.

	Suspensions & Expulsions					
	School			District		
	09-10	10-11	11-12	09-10	10-11	11-12
Suspensions	486	331	571	8477	7351	9151
Suspension Rate	29.9%	21.2%	35.8%	17.9%	15.6%	19.4%
Expulsions	14	10	4	0	87	66
Expulsion Rate	0.9%	0.6%	0.3%	0.0%	0.2%	0.1%

## Teacher Assignment

San Juan Unified recruits and employs the most qualified credentialed teachers.

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year.

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.

	Teacher Credential Status			
	School			District
	09-10	10-11	11-12	11-12
Fully Credentialed	68	72	72	1862
Without Full Credentials	2	0	0	18
Working Outside Subject	1	9	5	51

	Misassignments/Vacancies		
	10-11	11-12	12-13
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
<b>Total Misassignments of Teachers</b>	<b>0</b>	<b>0</b>	<b>0</b>
Vacant Teacher Positions	0	0	0

## Highly Qualified Teachers (School Year 2011-12)

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2006-07 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

For more information, see the CDE Improving Teacher and Principal Quality Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>.

Note: High-poverty schools have student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools have student eligibility of approximately 25 percent or less.

	NCLB Compliant Teachers	
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	94.1%	5.9%
District	95.2%	4.8%
High-Poverty Schools in District	88.9%	11.1%
Low-Poverty Schools in District	97.0%	3.0%

## Counseling & Support Staff (School Year 2011-12)

It is the goal of Mira Loma High to assist students in their social and personal development as well as academics. The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure.

	Counseling & Support Services Staff	
	Number of Staff	Full Time Equivalent
Counselor	3	3.00

## Staff Development

Professional development is a key part of the continuous improvement process for educators. Annually, teachers and site administrators participate in a minimum of 18 hours of professional development. In addition to this time, 75 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 with monthly Leadership Academies followed by Network Meetings and Coaching sessions.

The District also provides professional development opportunities with its major initiatives such as Writing Workshop and RTI and the new mathematics adoption. Many other 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 content 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 and technology coaches are available at some schools. Additional classroom support is provided to new and struggling teachers by PAR/BTSA coaches.

For the 2012-2013 school year Mira Loma High School staff development is focused on formative assessment. The Mira Loma community also participates in multiple site-based book reads throughout the school year. Paraprofessionals are encouraged to participate in professional development at the district and site level. Specifically designed training is offered to non-instructional support staff such as clerical and custodial staff.

## Instructional Materials (School Year 2012-13)

San Juan Unified held a public hearing on September 25, 2012 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 October 2012 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
9-12	Algebra 1	McDougal Littell: California Math Algebra 1 [Green Bicycle]	2008	Yes	0.0%
9-12	Algebra 2	McDougal Littell: Algebra 2	2008	Yes	0.0%
9-12	American Govt.	Prentice Hall, 2006: Magruder's American Government	2007	Yes	0.0%
9-12	Biology	Prentice Hall, 2007: Biology, CA Edition	2009	Yes	0.0%
9-12	Chemistry	Pearson Prentice Hall, 2007: California Chemistry	2007	Yes	0.0%
9-12	Earth Science	Glencoe McGraw Hill, 2002: Earth Science, Geology, the Environment, & the Universe	2004	Yes	0.0%
9-12	English	Holt Reinhart, 2003, Literature and Language Arts	2005	Yes	0.0%
9-12	Environmental Sci	Holt, 2004: Environmental Science	2009	Yes	0.0%
9-12	Geography	Teachers' Curriculum Institute, 2006: Geography Alive!	2007	Yes	0.0%
9-12	Geometry	McDougal Littell: Geometry	2008	Yes	0.0%
9-12	Health	Holt, 2004: Lifetime Health, California Edition	2005	Yes	0.0%
9-12	Physics	Prentice Hall, 2009: Conceptual Physics	2008	Yes	0.0%
9-12	Pre-Algebra	Holt: California Mathematics, Course 2 – Pre Algebra	2009	Yes	0.0%
9-12	US History	McDougal Littell, 2006: The Americans	2006	Yes	0.0%
9-12	World History	McDougal Littell, 2006: Modern World History: Patterns of Interaction	2006	Yes	0.0%

For a complete list, visit [http://www.axiomadvisors.net/livesarc/files/34674473435930Textbooks\\_1.pdf](http://www.axiomadvisors.net/livesarc/files/34674473435930Textbooks_1.pdf)

## Science Lab Equipment

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.

## Additional Internet Access/Public Libraries

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

## Physical Fitness (School Year 2011-12)

In the spring of each year, San Juan Unified schools are required by the state to administer a physical fitness test to all students in grades five, seven, and nine. The physical fitness test measures each student's ability to perform fitness tasks in six major areas: Aerobic Capacity, Body Composition, Trunk Extension Strength, Abdominal Strength, Upper Body Strength, and Flexibility. Students who either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone" (HFZ).

Percentage of Students in Healthy Fitness Zone			
2011-12			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	15.3%	24.1%	46.5%

\*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

## California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards).

The first table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in English/language arts, mathematics, social science, and science, for the most recent three-year period.

The second table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

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>.

California Standards Test (CST)									
Subject	School			District			State		
	2010	2011	2012	2010	2011	2012	2010	2011	2012
English/Language Arts	62	63	68	55	55	57	52	54	56
Mathematics	49	49	53	50	49	49	48	50	51
Science	58	57	61	58	58	60	54	57	60
History/Social Science	58	56	62	47	47	48	44	48	49

\*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

California Standards Test (CST)				
Subgroups				
Subject	English/ Language Arts	Mathematics	Science	History/ Social Science
District	57	49	60	48
School	68	53	61	62
African American/ Black	40	24	29	28
American Indian	*	*	*	*
Asian	91	76	90	84
Filipino	89	46	*	60
Hispanic or Latino	47	34	42	41
Pacific Islander	*	*	*	*
White	67	51	56	64
Males	64	55	55	71
Females	72	51	65	54
Socioeconomically Disadvantaged	44	31	34	37
English Learners	19	23	20	18
Students with Disabilities	23	13	11	16
Migrant Education	*	*	*	*
Two or More Races	*	*	*	*

\*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

## Federal Intervention Program (School Year 2012-13)

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 (English/Language Arts 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>.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	Not in PI	In PI
First Year in PI	-	2008-2009
Year in PI (2012-13)	-	Year 3
# of Schools Currently in PI	-	16
% of Schools Identified for PI	-	21.33%

## Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to meet.

**Statewide Rank:** Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

**Similar Schools Rank:** Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

The first table displays the school's API ranks and actual API point changes by student group for the past three years. The second table displays, by student group, the most recent Growth API at the school, district, and state level.

API School Results			
	2009	2010	2011
Statewide	8	8	8
Similar Schools	7	7	5
Group	09-10	10-11	11-12
All Students at the School			
Actual API Change	9	1	20
Black or African American			
Actual API Change	-	-29	-
Asian			
Actual API Change	6	-10	19
Hispanic or Latino			
Actual API Change	-4	57	25
White			
Actual API Change	18	-7	10
Socioeconomically Disadvantaged			
Actual API Change	-3	5	22
English Learners			
Actual API Change	39	-8	46

2012 Growth API Comparison						
	School		District		State	
	Number of Students	Growth Score	Number of Students	Growth Score	Number of Students	Growth Score
All Students at the School	1,093	833	31,682	790	4,664,264	788
Black or African American	86	672	2,219	678	313,201	710
Asian	282	942	1,696	894	404,670	905
Filipino	26	884	493	832	124,824	869
Hispanic or Latino	165	736	5,739	712	2,425,230	740
White	503	827	20,410	816	1,221,860	853
Two or More Races	13	883	363	764	88,428	849
Socioeconomically Disadvantaged	447	711	15,794	718	2,779,680	737
English Learners	188	733	4,287	683	1,530,297	716
Students with Disabilities	90	445	3,810	584	530,935	607

## Adequate Yearly Progress (School Year 2011-12)

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The Federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state's standards-based assessments in English/Language Arts (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).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed in the chart.

Adequate Yearly Progress (AYP)				
	School		District	
	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Made AYP Overall	No		No	
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	No	No	No	No
API School Results	Yes		Yes	
Graduation Rate	Yes		No	

## California High School Exit Exam (CAHSEE)

The California High School Exit Exam is primarily used as a graduation requirement in California, but the results of this exam are also used to determine Adequate Yearly Progress (AYP) for high schools, as required by the Federal No Child Left Behind (NCLB) law. The CAHSEE has an English language/arts section and a math section and, for purposes of calculating AYP, three performance levels were set: Advanced, Proficient, and Not Proficient. The score a student must achieve to be considered Proficient is different than the passing score for the graduation requirement. The first table displays the percent of students achieving at the Proficient or Advanced level for the past three years. The second table displays the percent of students, by group, achieving at each performance level in English language/arts and math separately for the most recent testing period.

CAHSEE By Subject for All Grade Ten Students									
	2009-10			2010-11			2011-12		
	School	District	State	School	District	State	School	District	State
English	65.0	59.0	54.0	69.0	57.0	59.0	69.0	58.0	56.0
Mathematics	70.0	57.0	54.0	72.0	57.0	56.0	71.0	56.0	58.0

CAHSEE By Student Group for All Grade Ten Students						
	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students District	42.0	23.0	34.0	44.0	37.0	19.0
All Students School	31.0	17.0	52.0	29.0	30.0	42.0
Male	42.0	13.0	44.0	35.0	28.0	37.0
Female	22.0	19.0	59.0	35.0	28.0	37.0
African American	61.0	17.0	22.0	66.0	17.0	17.0
Asian	10.0	7.0	84.0	3.0	19.0	77.0
Hispanic or Latino	45.0	28.0	27.0	47.0	37.0	16.0
White	32.0	18.0	50.0	28.0	37.0	35.0
English Learners	88.0	6.0	6.0	60.0	27.0	13.0
Socioeconomically Disadvantaged	53.0	22.0	25.0	48.0	36.0	16.0
Students with Disabilities	90.0	7.0	3.0	95.0	-	5.0

## Career Technical Education Participation

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

Enrollment & Program Completion in Career/ Technical Education (CTE) Programs (Carl Perkins Vocational and Technical Education Act)	
Question	Response
How many of the school's pupils participate in CTE?	443
What percent of the school's pupils complete a CTE program and earn a high school diploma?	9.3
What percent of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?	100.0

## Career Technical Education (CTE) Programs (School Year 2011-12)

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:

- Agriculture Automotive Technology
- Bakery Academy Careers w/Children
- Construction Technology Culinary Arts
- Digital Media Arts Engineering Technology
- Food Services Health Careers
- Horticulture Natural Resources Management
- Sports Therapy

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.

## Advanced Placement Classes (School Year 2011-12)

Mira Loma High encourages students to continue their education past high school. Mira Loma High offers Advanced Placement (AP) courses for those students seeking to qualify for college credit. Junior and seniors achieving a score of three, four, or five on the final AP exams qualify for college credit at most of the nation’s colleges. During 2011-12, 381 students participated, taking 163 exams. Of the 163 exams, 154 received a “3” or better.

Additionally Mira Loma High School offers the International Baccalaureate Diploma Program. The IB program has grown since 1989 attracting students of exceptional academic and extracurricular talent not only from the San Juan Unified School District but from the greater Sacramento area as well. Students have consistently maintained an exam pass rate of 93% or above, an outstanding performance among all IB programs. All IB courses offered receive honors credit. A variety of IB courses are offered in English, math, science, social science, world languages, and visual and performing arts. For more information regarding the IB program, please contact the program coordinator, Dave Matthews at 971-6630.

Advanced Placement Classes	
	# of Courses
Fine and Performing Arts	-
Computer Science	-
English	-
Foreign Language	-
Mathematics	3
Science	-
Social Science	-
Totals	3
Percent of Students in AP Courses	1%

## UC/CSU Course Completion

Students at Mira Loma High are encouraged to take University of California/California State University (UC/CSU) preparatory courses if they plan to attend a four-year university. All students must pass each course with a grade no lower than a ‘C’.

UC/CSU Course Enrollment	
	Percentage
Student Enrolled in Courses Required for UC/CSU Admission (2011-12)	79.8%
Graduates Who Completed All Courses Required for UC/CSU Admission (2010-11)	40.5%

\* Duplicated Count (one student can be enrolled in several courses).



## 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>.

## Completion of High School Graduation Requirements – Class of 2012

Beginning with the graduating class of 2006, students in California public schools will have to pass the California High School Exit Exam to receive a high school diploma. Some students with Individualized Education Plans may be exempt from this requirement. Parents should contact the special education case manager for specific information about their child. The School Accountability Report Card for that year will report the percentage of students completing 12th grade who successfully pass the California High School Exit Exam.

Completion of High School Graduation Requirements			
	School	District	State
All Students	91.1%	80.7%	0.0%
Socioeconomically Disadvantaged	84.1%	72.3%	0.0%
African American/Black	86.1%	63.0%	0.0%
American Indian	0.0%	85.7%	0.0%
Asian	98.8%	90.6%	0.0%
Filipino	90.0%	87.1%	0.0%
Hispanic or Latino	82.5%	72.7%	0.0%
Pacific Islander	0.0%	82.8%	0.0%
White	90.7%	84.3%	0.0%
English Learners	71.9%	63.1%	0.0%
Students with Disabilities	69.7%	68.3%	0.0%
Two or More Races	0.0%	76.7%	0.0%

\* Data was not available at the time of publication.

## Dropout & Graduation Rates

Mira Loma High believes that effective instruction consists of the continuous building of new concepts upon existing ones and requires regular attendance and participation. In hopes of preventing and reducing dropouts, the following programs are made available to students: Tutorial and intervention classes, counseling services, at-risk student analysis by staff, and extensive extra-curricular opportunities.

Note: The National Center for Education Statistics graduation rate as reported in AYP is provided in the table.

Graduation & Dropout Rates			
	08-09	09-10	10-11
Dropout Rate	4.00%	12.30%	8.40%
Graduation Rate	82.95%	84.46%	88.20%

## Safe School 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.

## School Facilities

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. The campus is scheduled for a landscape and irrigation project during the summer of 2013.

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 May 2012 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 Conditions				
Date of Last Inspection: 11/18/2012				
Overall Summary of School Facility Conditions: Exemplary				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			
Interior	X			
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			
Restrooms/Fountains	X			
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			

## School Site Teacher Salaries (Fiscal Year 2010-11)

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state.

Average Teacher Salaries	
School & District	
School	\$67,570
District	\$69,677
Percentage of Variation	-3.03%
School & State	
All Unified School Districts	\$68,835
Percentage of Variation	-1.84%

## Teacher & Administrative Salaries (Fiscal Year 2010-11)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site, [www.cde.ca.gov](http://www.cde.ca.gov).

Average Salary Information Teachers - Principal - Superintendent 2010-11		
	District	State
Beginning Teachers	\$41,336	\$41,455
Mid-Range Teachers	\$70,764	\$66,043
Highest Teachers	\$83,464	\$85,397
Elementary School Principals	\$107,650	\$106,714
Middle School Principals	\$109,437	\$111,101
High School Principals	\$129,196	\$121,754
Superintendent	\$261,000	\$223,357
Salaries as a Percentage of Total Budget		
Teacher Salaries	41.0%	39.0%
Administrative Salaries	6.5%	5.1%

## District Expenditures (Fiscal Year 2010-11)

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>.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$6,067
From Supplemental/Restricted Sources	\$1,190
From Basic/Unrestricted Sources	\$4,877
District	
From Basic/Unrestricted Sources	\$5,200
Percentage of Variation between School & District	-6.21%
State	
From Basic/Unrestricted Sources	\$5,455
Percentage of Variation between School & State	-10.60%

## District Revenue Sources (Fiscal Year 2011-12)

In addition to unrestricted/general purpose funding, the School & Library Improvement Block grant and other state categorical grants are now included in the categorical flexibility and are unrestricted and may be used for any educational purpose. This fiscal year, most schools received Economic Impact Aid which is a categorical, restricted State funded program.

This fiscal year, the district also received Federal American Recovery and Reinvestment Act (ARRA), State Fiscal Stabilization Funds (SFSF). These funds were intended to avert layoffs of teachers and other personnel and further education reform in the key areas of teacher quality, standards and assessments and to support struggling schools. Because these funds are categorical, restricted Federal funds, many of the costs were transferred from unrestricted/general purpose funds temporarily this fiscal year.

## Data Sources

Data within the SARC was provided by San Juan Unified School District, retrieved from the 2011-12 SARC template, located on Dataquest (<http://data1.cde.ca.gov/dataquest>), and/or Ed-Data website.

Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention. Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.