



James Logan School

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CDS Code: 01-61242-0134668

2014-2015 School Accountability Report Card

Published in 2015-16 school Year

New Haven Unified School District

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SARC Information

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1st 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 a 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 webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA websites.
- For more information about the LCFF or LCAP, see the CDE LCFF Webpage 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.

District Mission Statement

The mission of the New Haven Unified School District, a partnership of students, families, staff, and our richly diverse community, is to develop and empower EVERY student to be a productive, responsible and successful 21st-century citizen by creating an exemplary, inclusive educational system characterized by a safe, caring learning environment and a challenging, comprehensive curriculum that ensures academic proficiency.

School Mission Statement

The mission of James Logan High School, a uniquely large and diverse community of students, families and staff, is to equitably serve, nurture and educate every student to become an empowered, socially and culturally conscious graduate who is a knowledgeable, respectful, positively contributing member of society by providing a safe, inclusive, anti-biased, anti-racist environment characterized by relevant, challenging, evolving curriculum which promotes maximum achievement and life-long learning. We believe that:

- all people have equal worth;
- all people can and do learn throughout life;
- all people want to learn and succeed;
- the human capacity to learn is limitless;
- individuals are responsible for their choices and actions;
- integrity is essential for building a relationship of trust and respect;
- hard work is necessary for people to achieve their full potential;
- high expectations bring higher results;
- a safe and caring environment is essential for people to thrive;
- diversity is an asset which enriches and strengthens our community;
- the family experience is the primary influence in the development and learning of a child;
- a quality education expands opportunities and empowers individuals throughout life;
- education is the shared responsibility of the entire community;
- public education is essential to a democratic society.

District & School Profile (School Year 2015-16)

New Haven Unified School Districts includes Union City and part of south Hayward. We are proud of the accomplishments of our diverse student population. Our mission is to develop and empower every student to be productive, responsible and successful.

The district consists of seven elementary schools, two middle schools, two high schools, a student support center, independent study, home school program, and an adult school.

Students in grades nine through twelve were enrolled at Logan High School.

Enrollment By Ethnicity Or Student Group (School Year 2014-15)

This chart illustrates the enrollment trend by ethnicity or student group.

Enrollment by Student Group	
2014-15	
	Percentage
Black or African American	8.1%
American Indian or Alaska Native	0.2%
Asian	21.5%
Filipino	22.3%
Hispanic or Latino	34.0%
Native Hawaiian or Pacific Islander	3.5%
White	6.3%
Two or More Races	4.1%
English Learners	13.9%
Socioeconomically Disadvantaged	42.9%
Students with Disabilities	9.5%
Foster Youth	0.3%

School Attendance & Enrollment (School Year 2014-15)

Regular attendance is a necessary part of the learning process and is critical to academic success. Attendance, tardy, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered.

Parents are advised of their responsibilities, including proper notification of when and why students are absent. Student attendance is monitored very closely and phone calls to parents are made on a daily basis. Letters will be sent home if absences become a problem. Students with excessive tardies, truanancies or unexcused absences are referred to Student Attendance Review Board (SARB).

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

Enrollment Trend by Grade Level			
	2012-13	2013-14	2014-15
9th	1,003	967	1,042
10th	1,022	993	969
11th	962	972	964
12th	947	943	937

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.

Highly Qualified Teachers (School Year 2014-15)

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". 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 39 percent or less.

NCLB Compliant Teachers		
School	% of Core Academic Courses Taught By Highly Qualified Teachers	% of Core Academic Courses Taught By Non-Highly Qualified Teachers
School	100.0%	0.0%
All Schools in District	100.0%	0.0%
High-Poverty Schools in District	100.0%	0.0%
Low-Poverty Schools in District	100.0%	0.0%

Teacher Assignment

The district recruits and employs the most qualified credentialed teachers. This chart shows information about teacher credentials.

	Teacher Credential Status			
	School			District
	13-14	14-15	15-16	15-16
Fully Credentialed	136	137	134	464
Without Full Credentials	4	3	4	5
Teaching Outside Subject Area of Competence (with full credential)	4	3	0	0

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 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 semester or year.

	Misassignments/Vacancies		
	13-14	14-15	15-16
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	0	0
Vacant Teacher Positions	0	0	0

Instructional Materials (School Year 2015-16)

New Haven Unified School District held a Public Hearing on October 20, 2015 and determined that each school within the District has 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 State 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 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, as of November 2015.

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.

School Facilities (School Year 2015-16)

James Logan High School was originally built in 1960 and is currently comprised of 150 classrooms, a gym, multipurpose room, six computer labs, a library, and a staff lounges. At time of publication 100% of all restrooms were in working condition.

Cleaning Process

The principal works daily with the custodial staff to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards are available at the district office for review.

Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and highest priority are given to emergency repairs. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, which provides matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically this includes roofing, plumbing, heating, electrical systems, interior or exterior painting, and floor systems.

District-Adopted Textbooks						
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking	
9th-12th	English/ Language Arts	Holt	2008	Yes	0.0%	
9th-12th	History/Social Science	Glencoe/ McGraw Hill	2007	Yes	0.0%	
9th-12th	History/Social Science	McGraw-Hill	2007	Yes	0.0%	
9th-12th	History/Social Science	Pearson/ Prentice Hall	2007	Yes	0.0%	
9th-12th	History/Social Science	Prentice Hall	2007	Yes	0.0%	
9th-12th	Mathematics	McGraw-Hill	1999	Yes	0.0%	
9th-12th	Mathematics	McGraw-Hill	2004	Yes	0.0%	
9th-12th	Mathematics	Pearson/ Prentice Hall	2009	Yes	0.0%	
9th-12th	Mathematics	Pearson/ Prentice Hall	2001	Yes	0.0%	
9th-12th	Mathematics	Pearson/ Prentice Hall	2003	Yes	0.0%	
9th-12th	Science	Holt McDougal	2008	Yes	0.0%	
9th-12th	Science	Holt McDougal	2007	Yes	0.0%	

School Facility Conditions				
Date of Last Inspection: 01/24/2014				
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			

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 predecessor the Standardized Testing and Reporting Program); 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

California EC Section 60640 authorized the replacement of the Standardized Testing and Reporting (STAR) Program with a new assessment program, referred to as the CAASPP. All students in grades three through eight and eleven were assessed using computer-based tests in English/Language Arts and Mathematics; students in grades five, eight, and ten were also tested in Science. Science assessments were paper-based and included California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

Students receive an overall score for each subject, ranging from 2,000 to 3,000.

Overall scores are reported within one of four levels:

- Performance Level 1: Standard not met - Needs substantial improvement for success in future coursework.
- Performance Level 2: Standard nearly met - May require further development for success in future coursework.
- Performance Level 3: Standard met - Demonstrates progress toward mastery.
- Performance Level 4: Standard exceeded - Demonstrates advanced progress toward mastery.

ELA results include information about the students' performance in the areas of reading, writing, listening, and research. Reports of mathematics results include information about students' performance in problem solving, using concepts and procedures, and communicating mathematical reasoning.

The table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in English Language Arts/Literacy (grades 3-8 and 11) and math (grades 3-8 and 11).

California Assessment of Student Performance and Progress			
Percent of Students Meeting or Exceeding the State Standards			
Subject	School	District	State
English Language Arts/Literacy (Grades 3-8 and 11)	60	43	44
Mathematics (Grades 3-8 and 11)	34	34	33

The following table display information on student achievement at each performance level in English/Language Arts and Mathematics for the school by student groups for grades three through eight and eleven.

Note: A student is defined as socioeconomically disadvantaged if the student was eligible for the free or reduced-price lunch program (also known as the National School Lunch Program or NSLP), migrant, foster youth or homeless, or neither of the student's parents was a high school graduate.

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

California Assessment of Student Performance and Progress - Grade 11

Student Groups	Total Enrollment	Number Tested	Percent Tested	English-Language Arts				Mathematics					
				Percent Achievement Level				Percent Achievement Level					
				One	Two	Three	Four	Number Tested	Percent Tested	One	Two	Three	Four
All Students	883	859	97.3	16	24	38	22	862	97.6	35	27	20	15
Male	883	437	49.5	20	25	32	21	436	49.4	39	23	17	16
Female	883	422	47.8	11	22	43	23	426	48.2	30	31	22	13
Black or African American	883	76	8.6	37	29	20	13	75	8.5	57	27	12	3
American Indian or Alaska Native	883	1	0.1	--	--	--	--	1	0.1	--	--	--	--
Asian	883	206	23.3	12	16	37	35	207	23.4	21	18	26	31
Filipino	883	208	23.6	--	--	--	--	208	23.6	23	34	25	14
Hispanic or Latino	883	250	28.3	19	34	34	12	253	28.7	51	26	14	5
Native Hawaiian or Pacific Islander	883	27	3.1	--	--	--	--	27	3.1	30	30	26	11
White	883	58	6.6	21	17	38	21	58	6.6	33	28	12	16
Two or More Races	883	33	3.7	--	--	--	--	33	3.7	21	33	21	12
Socioeconomically Disadvantaged	883	358	40.5	22	27	37	15	361	40.9	45	27	15	9
English Learners	883	80	9.1	50	35	11	1	85	9.6	81	9	2	0
Students with Disabilities	883	65	7.4	58	29	6	0	64	7.2	84	9	0	0
Students Receiving Migrant Education Services	--	--	--	--	--	--	--	13	1.5	46	23	23	0
Foster Youth	--	--	--	--	--	--	--	--	--	--	--	--	--

California Standards Test

The California Standards Test (CST), a component of the CAASPP 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 table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in Science, for the most recent three-year period.

California Standards Test Percentage of Students Meeting or Exceeding State Standards									
Subject	School			District			State		
	2013	2014	2015	2013	2014	2015	2013	2014	2015
Science (Grades 5, 8, and 10)	50	52	57	59	60	59	59	60	56

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

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 results for each grade and performance level, see the CDE CAASPP Results Web site at <http://caaspp.cde.ca.gov/caaspp2015/Index.aspx>.

UC/CSU Course Completion

Students at James Logan 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
Students Enrolled in Courses Required for UC/CSU Admission (2014-15)	97.1%
Graduates Who Completed All Courses Required for UC/CSU Admission (2013-14)	66.6%

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

Career Technical Education (School Year 2014-15)

James Logan High School career planning program prepares students to succeed in real-world contexts through the development of conceptual thinking, effective communication, and the ability to apply knowledge and skills learned in the classroom. Instructors have directed efforts toward establishing school-to-work structures within each curricular area for all students, including those with special needs.

Courses are identified as introductory, concentration or capstone. The following CTE courses are offered either at New Haven Unified School District or Ohlone College through the Mission Valley Regional Occupation Program (ROP).

- Auto Body Painting and Refinishing 1, 2
- Biotechnology 1, 2
- Computer Animation 1, 2
- Construction Technology 1, 2
- Digital Photography
- Digital Video Arts Production 1, 2
- Fire Technology 1, 2
- Game Design
- Introduction to Engineering Design
- Marketing and Management 1, 2
- Medical and Health Careers
- Multimedia Workshop
- Pathway to Engineering
- Robotics Systems Technology
- Sports Therapy 1, 2
- Automotive Technology 1, 2
- Business Office Management
- Computer Graphic Design 1, 2
- Culinary Arts 1, 2
- Digital Sound Design 1, 2
- Electronic Media Production 1, 2
- Forensic Science 1, 2
- Introduction to Business
- Law Enforcement/Homeland Security
- Medical Assisting
- Medical Occupations
- Nursing Assistant
- Pharmacy Clerk

California Standards Test Percentage of Students Meeting or Exceeding State Standards

Subgroups	
Subject	Science
District	59
School	57
African American/Black	37
American Indian or Alaska Native	*
Asian	68
Filipino	71
Hispanic or Latino	46
Native Hawaiian or Pacific Islander	*
White	63
Males	58
Females	56
Socioeconomically Disadvantaged	45
English Learners	10
Students with Disabilities	20
Migrant Education	*
Two or More Races	*
Foster Youth	*

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

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 participated in CTE programs?	1,242
What percentage of the school's pupils completed a CTE program and earned a high school diploma?	12.0%
What percentage of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?	60.0%

State Priority: Other Pupil Achievement

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

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

Physical Fitness (School Year 2014-15)

In the spring of each year, the school is required by the state to administer a physical fitness test to all students in grade five, seven, and nine. The physical fitness test is a standardized evaluation that tracks the development of high-quality fitness programs and assists students in establishing physical activity as part of their daily lives. Results of student performance are compared to other students statewide who took the test.

Percentage of Students in Healthy Fitness Zone

2014-15

Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	14.9%	23.0%	39.4%

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

California High School Exit Examination (CAHSEE) Results for All Grade Ten Students (School Year 2014-15)

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 table displays the percent of students achieving at the Proficient or Advanced level for the past three years.

CAHSEE By Subject for All Grade Ten Students

	2012-13			2013-14			2014-15		
	School	District	State	School	District	State	School	District	State
English	63	63	57	57	57	56	63	62	58
Mathematics	59	58	60	62	61	62	62	61	59

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 Student Group for All Grade Ten Students

	English			Mathematics		
	% Not Proficient	% Proficient	% Advanced	% Not Proficient	% Proficient	% Advanced
All Students District	38	26	36	39	39	21
All Students School	37	25	37	38	40	22
Male	46	25	29	40	39	21
Female	27	26	47	36	41	23
Black or African American	45	27	28	58	40	1
American Indian or Alaska Native	0	0	0	0	0	0
Asian	23	18	59	24	27	49
Filipino	30	30	40	25	52	23
Hispanic or Latino	47	27	25	50	40	10
Native Hawaiian or Pacific Islander	0	0	0	0	0	0
White	30	28	42	31	36	33
English Learners	93	4	3	84	13	3
Socioeconomically Disadvantaged	50	23	27	51	36	13
Receiving Migrant Education Services	0	0	0	0	0	0
Students with Disabilities	83	13	5	77	15	8

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.

Parent Involvement (School Year 2015-16)

James Logan High School realizes the positive correlation between parent involvement and student success. For this reason, the school continually searches for avenues to involve parents and the community to participate in the education of its students. The school greatly benefits from its supportive parents who volunteer in the classroom or in the administration office. Parents are encouraged to join the School Site Council (SSC) and Booster Organizations. The school also benefits from several community partnerships, including:

- New Haven Scholarship Program
- Mini-grants for Teachers to help with classroom needs

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact Principal Abhi Brar at (510) 471-2520.

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 & Graduation Rates (Four-Year Cohort Rate)

The school believes that effective instruction consists of the continuous building of new concepts upon existing ones and requires regular attendance and participation. The charts illustrate the dropout and graduation rates for the most recent three year time period.

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

	Graduation & Dropout Rates					
	Dropout			Graduation		
	11-12	12-13	13-14	11-12	12-13	13-14
School	7.5%	7.0%	5.5%	85.6%	89.1%	91.4%
District	8.6%	9.2%	7.3%	80.6%	79.9%	85.2%
State	13.1%	11.4%	11.5%	78.9%	80.4%	81.0%

Completion of High School Graduation Requirements - Class of 2014

Beginning with the graduating class of 2006, students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2013-14 school year in the 12th grade, the table displays by student group the percent who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the CDE website at <http://www.cde.ca.gov/ta/tg/hs/>.

	Completion of High School Graduation Requirements		
	School	District	State
All Students	86.4%	81.3%	84.6%
African American/Black	80.5%	78.8%	76%
American Indian or Alaska Native	100%	66.7%	78.1%
Asian	91.8%	89.5%	92.6%
Filipino	91.5%	90.8%	96.5%
Hispanic or Latino	78.8%	71.5%	81.3%
Native Hawaiian or Pacific Islander	97.6%	91.8%	83.6%
White	78.5%	66.3%	89.9%
Two or More Races	83.3%	90.9%	82.8%
English Learners	50%	48.2%	50.8%
Socioeconomically Disadvantaged	81.8%	75.9%	81.4%
Students with Disabilities	42.2%	41.2%	61.3%

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.

Discipline & Climate for Learning

Students at James Logan High School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. James Logan High School utilizes conflict mediation to solve discipline issues at school. Students and parents are informed of school rules and policies through the Parent Handbook, newsletters, and the school website.

The suspensions and expulsions table illustrates the suspension and expulsion rates for the past three years.

Safe School Plan (School Year 2015-16)

Safety of students and staff is a primary concern of James Logan High School. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan was last reviewed and updated in October 2015 by the School Safety Committee. All revisions were communicated to both the classified and certificated staff. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire, disaster, and lockdown drills are conducted on regular basis throughout the school year.

Students are supervised throughout the day by teachers, administrators, and volunteers supervise students during lunch. There is a designated area for student drop off and pick up. Visitors must check in at the front office.

	Suspensions & Expulsions					
	Suspensions			Expulsions		
	12-13	13-14	14-15	12-13	13-14	14-15
School	4.5%	3.6%	2.9%	0.4%	0.2%	0.2%
District	4.5%	3.8%	3.4%	0.2%	0.2%	0.1%
State	5.1%	4.4%	3.8%	0.1%	0.1%	0.1%

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 (School Year 2014-15)

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.
- Graduation rate (for secondary schools).

There are several consequences for Title I funded 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's, and the former school would be required to provide the transportation to the new site. Results of school, district, and state performance are displayed in the chart.

	Adequate Yearly Progress (AYP)					
	School		District		State	
	Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics	English - Language Arts
Made AYP Overall	No		No		Yes	
Participation Rate	No	Yes	No	No	Yes	Yes
Percent Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Met Attendance Rate	N/A		Yes		Yes	
Met Graduation Rate	No		No		Yes	

Federal Intervention Program (School Year 2015-16)

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 (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	-	2010-2011
Year in PI (2015-16)	-	Year 3
# of Title I Schools Currently In PI	-	7
% of Title I Schools Currently In PI	-	87.5%

Advanced Placement Classes (School Year 2014-15)

James Logan High encourages students to continue their education past high school. James Logan High offers Advanced Placement (AP) courses for those students seeking to qualify for college credit. Juniors 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.

Class Size

The table indicates the average class size by grade level or subject area, as well as the number of classrooms that fall into each size category.

Class Size Distribution												
Average Class Size			Classrooms Containing:									
			1-20 Students			21-32 Students			33+ Students			
13	14	15	13	14	15	13	14	15	13	14	15	
By Subject Area												
	31	31	31	23	23	23	25	25	29	95	95	84
	31	31	31	15	15	14	34	34	25	65	65	75
	34	34	33	12	12	10	9	9	16	67	67	68
Social	33	33	32	12	12	16	23	23	21	80	80	80

Advanced Placement Classes

	# of Courses
Computer Science	4
English	16
Foreign Language	3
Mathematics	11
Science	7
Social Science	14
Totals	55
Percent of Students in AP Courses	0.7%

School Leadership

Leadership at James Logan High School is a responsibility shared between district administration, the principal, instructional staff, students, and parents. The district's emphasis is on a well-balanced and rigorous core curriculum at all grade levels. Instructional programs are aligned with state and district standards. Starting in the 2015-16 school year, leadership duties were assumed by Principal Abhi Brar and the house principals.

Staff members and parents participate on various committees that make decisions regarding the priorities and direction of the educational plan to ensure instructional programs are consistent with students' needs and comply with district goals. Leadership teams include:

- School Site Council
- Instructional Leadership Team

Counseling & Support Staff (School Year 2014-15)

It is the goal of James Logan 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. The counselor to pupil ratio is 1:431. The table lists the support service personnel available at James Logan High. Note: One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Counseling & Support Services Staff

	Number of Staff	Full Time Equivalent
Counselor	9	9.0
English Language Development (ELD) Teacher	6	6.0
Librarian	1	1.0
Literacy Coach	3	2.6
Nurse	1	As Needed
Psychologist	2	2.0
Special Day Class (SDC) Teacher	8	8.0
Technology Aide	1	1.0

Library & Computer Resources

The school's library, staffed by a full-time Librarian, provides an extensive variety of reference and special interest materials, in addition to hundreds of educational and recreational books. Students are encouraged to visit the library on a daily basis, including over the summer.

All classrooms contain four computers with access to the internet. In addition, there are five computer labs with 35 computers in each. Along with educational software, students are trained on Zangle, "Student Connect" to track their own progress in academics, attendance and assignments.

Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the public libraries located throughout Alameda County, which contain numerous computer workstations. For information on hours and locations, please visit <http://www.aclibrary.org/>.

Interventions

Teacher tutoring is available at Logan High School. Students need to sign up with their teachers and attend a zero period. They can also sign up for math mentoring.

Student Recognition & Extracurricular Activities

Students are encouraged to participate in the school's additional academic and extracurricular activities, which are an integral part of the educational program. These schoolwide and classroom incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. Extracurricular activities, clubs, and programs include:

- Afghan Club
- Band and Colorguard
- California Scholarship Federation (CSF)
- Choir
- Drama Club
- Female Aid Organization
- Fitness Club
- French Club
- Gay/Straight Alliance (GSA)
- Gumshoes (Forensic Science)
- Humanitarian Assistance
- Interact
- Leo Club
- MEChA (Movimiento Estudiantil Chicano Aztlan)
- Mural Club
- Peers Empowering Every Person (PEEPs)
- Pre-Med Club
- Punjabi Club
- Snow Club
- Youth Humane Society
- Ballet Folklorico
- Black Student Union (BSU)
- Chinese Connections to Culture and Communication (C4)
- Close-up
- Electronic Media Productions (EMP)
- Filipino Youth Association
- Forensics
- Garden Club
- Global Warming Awareness
- Hope Connections
- Improv Theater
- Knitting Club
- Marketing and Management (M&M)
- Motion Pictures Studio
- Muslim Student Association
- Photo Club
- Puente
- Sikh Forum
- Youth Alive

The school's interscholastic athletic programs promote individual and team-oriented achievement and self-esteem through school-sponsored teams that compete with other schools in the area. Athletic programs include:

- Badminton
- Cross Country
- Football
- Swimming
- Volleyball
- Baseball
- Golf
- Soccer
- Tennis
- Water Polo
- Basketball
- Gymnastics
- Softball
- Track & Field
- Wrestling

James Logan High School recognizes and celebrates the achievements and successes of students and staff on a regular basis. Students are recognized for their academic achievements during the yearly Achievement Week.

Staff Development

With the receipt of the Federal Race to the Top Grant, New Haven teachers, depending on school site, were able to receive professional development in Technology Integration, Math Studio, Comprehension at the Core, Reading Apprenticeship, Restorative Justice, Academic Parent Teacher Teams, and Oral Language Development. All of these opportunities pertained to supporting teachers with the implementation of the Common Core State Standards and 21st Century Education that prioritizes Critical Thinking, Collaboration, Communication, Creativity, and Cultural Competence. For the past three years, the district did not have any staff development days.

DataQuest

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

School Site Teacher Salaries (Fiscal Year 2013-14)

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	\$86,235
District	\$85,169
Percentage of Variation	1.2%
School & State	
All Unified School Districts	\$71,529
Percentage of Variation	20.6%

Teacher & Administrative Salaries (School Year 2013-14)

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 districts 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 website.

Average Salary Information Teachers - Principal - Superintendent 2013-14		
	District	State
Beginning Teachers	\$47,425	\$43,062
Mid-Range Teachers	\$81,583	\$67,927
Highest Teachers	\$104,088	\$87,811
Elementary School Principals	\$118,891	\$110,136
Middle School Principals	\$140,579	\$115,946
High School Principals	\$154,867	\$124,865
Superintendent	\$220,695	\$211,869
Salaries as a Percentage of Total Budget		
Teacher Salaries	48.0%	39.0%
Administrative Salaries	6.0%	5.0%

District Expenditures (Fiscal Year 2013-14)

The chart provides a comparison of the school's per pupil funding (from both restricted and unrestricted sources) with district and state (unrestricted) sources.

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	\$8,272
From Supplemental/Restricted Sources	\$2,925
From Basic/Unrestricted Sources	\$5,347
District	
From Basic/Unrestricted Sources	\$5,313
Percentage of Variation between School & District	0.6%
State	
From Basic/Unrestricted Sources	\$5,348
Percentage of Variation between School & State	0.0%

District Revenue Sources (Fiscal Year 2014-15)

New Haven Unified School District receives the following categorical, special education, and support programs in addition to general state funding:

- Title I
- Title II
- Title III
- English Language Development Programs (ELAP)
- Economic Impact Aid (EIA)