

Mira Loma High School

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 web page 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.

Internet Access

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

2022-23 School Contact Information

School Name	Mira Loma High School
Street	4000 Edison Avenue
City, State, Zip	Sacramento CA, 95821
Phone Number	(916) 971-7465
Principal	Clete Purinton
Email Address	cpurinton@sanjuan.edu
School Website	sanjuan.edu/miraloma
County-District-School (CDS) Code	34-67447-3435930

2022-23 District Contact Information

District Name	San Juan Unified School District
Phone Number	(916) 971-7700
Superintendent	Melissa Bassanelli
Email Address	info@sanjuan.edu
District Website Address	www.sanjuan.edu

2022-23 School Overview

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:

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.

2022-23 School Overview

Principal's Message:

Mira Loma is a dynamic school with many positive academic programs for students, and we are recognized for excellence in many areas. 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. 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. One of our goals is to increase access to advanced courses for all students and provide support to promote success for all.

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. This summer, our blacktop, tennis courts and student parking lot will get a refresh. We are expected to get a new pool, locker rooms, paint, and flooring throughout the school.

In 2021-22, students and staff have worked extremely hard to reestablish the "Matador" culture. We've adjusted and adapted many of our traditions to provide safe opportunities to celebrate culture and create opportunities to build community on campus. We look forward to continue this work as COVID restrictions and guideline's allow for us to do more in-person activities that include our families and community partnerships.

In 2022-23, we developed a student and staff mentoring program called ML Connect to help all freshman get connected. We have 96 student mentors and 40 teachers that are volunteering time to build community and support our freshman throughout the year.

In 2022-23, Mira Loma is working to bring new programs and opportunities for students starting in 2023-24. Mira Loma will be adding a new CTE pathway, Aviation. Mira Loma will also be adding another IB program, known as the IB: Career Program that allows students to complete a CTE pathway and earn an IB certificate. These programs are designed to give students more opportunities and increase the percentage of students that graduate college and career ready.

Sincerely,

Clete Purinton
Mira Loma Principal

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	422
Grade 10	481
Grade 11	404
Grade 12	373
Total Enrollment	1,680

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.0
Male	49.6
American Indian or Alaska Native	0.8
Asian	25.5
Black or African American	7.3
Filipino	2.5
Hispanic or Latino	21.4
Native Hawaiian or Pacific Islander	1.3
Two or More Races	6.4
White	34.7
English Learners	20.5
Foster Youth	0.1
Homeless	5.1
Migrant	0.0
Socioeconomically Disadvantaged	52.6
Students with Disabilities	8.4

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	46.80	68.57	1679.20	71.81	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	21.00	0.90	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.10	1.74	49.30	2.11	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.70	1.03	297.30	12.72	12115.80	4.41
Unknown	19.50	28.63	291.30	12.46	18854.30	6.86
Total Teaching Positions	68.20	100.00	2338.40	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	66.40	90.09	1946.10	78.12	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	21.60	0.87	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	5.70	7.76	80.70	3.24	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	243.50	9.78	11953.10	4.28
Unknown	1.50	2.13	199.10	8.00	15831.90	5.67
Total Teaching Positions	73.70	100.00	2491.10	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	1.10	5.70
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	1.10	5.70

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.70	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.70	0.00

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	2.70	8.50
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0.70

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

San Juan Unified held a public hearing on September 28, 2021 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 2021 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: <https://www.sanjuan.edu/Page/23518>. 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>

Year and month in which the data were collected

September 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	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
Mathematics	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
Science	2022 STEMScopes: The Living Earth 2019 Savvas: AP Biology-Campbell in Focus 2013 Bio-Rad Laboratories: Biotechnology-A Laboratory Skills Course 2022 Savvas: Experience Chemistry 2018 Cengage: Chemistry (AP Edition), 10th edition 2008 Pearson: Conceptual Integrated Science 2009 Pearson: Conceptual Physics 2002 Pearson: Earth Science 2020 Savvas: College Physics-Explore and Apply, 2nd edition 2002 Glencoe/McGraw-Hill: Earth Science-Geology, the Environment, and the Universe 2022 Cengage: Environmental Science-Sustaining Your World 2021 Cengage: Exploring Environmental Science (updated) 2016 Pearson: Human Anatomy and Physiology	Yes	0.0
History-Social Science	2019 McGraw-Hill: California Impact-United States History and Geography, Continuity and Change 2019 McGraw-Hill: California Impact-World History, Culture and Geography, The Modern World 2016 Oxford University Press: History of the Americas-1880-1981 (IB Diploma Programme)	Yes	0.0

	<p>2011 Oxford University Press: The Twentieth-Century World and Beyond-An International History Since 1900, 6th ed.</p> <p>2018 Bedford, Freeman, and Worth: Ways of the World-A Global History with Sources, for the AP course</p> <p>2018 Pearson: Government in America-People, Politics, and Policy, AP edition</p> <p>2018 McGraw-Hill: Principles of American Democracy</p> <p>2015 Back Bay Books: A Different Mirror-A History of Multicultural America</p> <p>2015 Harper Collins: A People's History of the United States, 1492-present</p> <p>2020 Oxford University Press: Oxford IB Diploma Programme-IB Economics Course Book</p> <p>2019 Bedford, Freeman, and Worth: Krugman's Economics for the AP course</p> <p>2018 Norton: Essentials of Cultural Anthropology-A Toolkit for a Global Age</p> <p>2016 Bedford, Freeman, and Worth: Explorations in Economics</p> <p>2017 National Geographic: National Geographic-World Cultures and Geography</p> <p>2019 Perfection Learning Corp: AMSCO AP Human Geography</p> <p>2020 Bedford, Freeman, and Worth: A History of Western Society</p> <p>2018 Norton: Principles of Macroeconomics</p> <p>2017 McGraw-Hill: Sociology and You</p> <p>2001 Glencoe/McGraw-Hill: Street Law-A Course in Practical Law</p> <p>2016 Bedford, Freeman, and Worth: Myers' Psychology for AP</p> <p>2016 Bedford, Freeman and Worth: Thinking about Psychology</p>		
Foreign Language	<p>2017: Wayside- Apprenons</p> <p>2016: Houghton Mifflin Harcourt – Bien dit! 1</p> <p>2016: Houghton Mifflin Harcourt – Bien dit! 2</p> <p>2016: Houghton Mifflin Harcourt – Bien dit! 3</p> <p>2017: Vista Higher Learning – Imaginez</p> <p>2018: Cheng and Tsui- Adventures in Japanese 1</p> <p>2018: Cheng and Tsui- Adventures in Japanese 2</p> <p>2018: Cheng and Tsui- Adventures in Japanese 3</p> <p>2018: Cheng and Tsui- Dekiru! An AP Japanese Preparation Course</p> <p>2022 Carnegie Learning: Que Chevere 1-4</p> <p>2017: Vista Higher Learning- Temas</p> <p>2019: Cengage Learning – El Mundo Hispano 21-espanol para el siglo 21-Curso Intermedio</p> <p>2018: Sign Media Inc. – Master ASL! – Level One</p> <p>2019: Sign Enhancers Inc. – ASL Grammatical Aspects Guide</p>	Yes	0.0%
Health	<p>2006: Houghton Mifflin Harcourt - Lifetime Health</p>	Yes	0.0%
Science Laboratory Equipment (grades 9-12)	<p>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.</p>	Yes	0.00%

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.

Year and month of the most recent FIT report

09/20/2022

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
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.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	59	N/A	43	N/A	47
Mathematics (grades 3-8 and 11)	N/A	41	N/A	29	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA 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.

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.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	392	359	91.58	8.42	58.77
Female	195	174	89.23	10.77	63.22
Male	195	184	94.36	5.64	54.35
American Indian or Alaska Native	--	--	--	--	--
Asian	129	126	97.67	2.33	65.08
Black or African American	20	17	85.00	15.00	35.29
Filipino	--	--	--	--	--
Hispanic or Latino	76	66	86.84	13.16	42.42
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	30	28	93.33	6.67	71.43
White	128	114	89.06	10.94	61.40
English Learners	87	79	90.80	9.20	12.66
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	206	188	91.26	8.74	38.83
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	34	30	88.24	11.76	6.67

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	392	354	90.31	9.69	40.68
Female	195	168	86.15	13.85	40.48
Male	195	185	94.87	5.13	41.08
American Indian or Alaska Native	--	--	--	--	--
Asian	129	126	97.67	2.33	57.14
Black or African American	20	16	80.00	20.00	25.00
Filipino	--	--	--	--	--
Hispanic or Latino	76	65	85.53	14.47	12.31
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	30	28	93.33	6.67	57.14
White	128	111	86.72	13.28	36.94
English Learners	87	79	90.80	9.20	3.80
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	206	183	88.83	11.17	16.94
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	34	29	85.29	14.71	3.45

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	35.58	--	30.55	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	342	267	78.07	21.93	35.58
Female	183	135	73.77	26.23	31.85
Male	159	132	83.02	16.98	39.39
American Indian or Alaska Native	--	--	--	--	--
Asian	83	63	75.9	24.1	42.86
Black or African American	20	17	85	15	5.88
Filipino	12	9	75	25	--
Hispanic or Latino	69	54	78.26	21.74	16.67
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	17	13	76.47	23.53	38.46
White	137	108	78.83	21.17	42.59
English Learners	66	61	92.42	7.58	0
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	172	144	83.72	16.28	18.06
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	24	19	79.17	20.83	0

2021-22 Career Technical Education Programs

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.

2021-22 Career Technical Education Programs

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 Assistant

- Introduction to Medical Careers
- Medical Careers
- Medical Assistant: Administrative/Clinical (capstone completion course)

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

- Automotive
- Broadcast and Video Production
- Construction Technology
- Culinary Arts
- Dental Careers
- Dental Radiation and Safety (taken with Dental Careers)
- Fire Technology
- Performing Arts: Theatre
- 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.

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	179
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	98
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	98.69
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	56.94

B. Pupil Outcomes

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 area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	92.9	91	92.9	91.3	92.6

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 regarding the school district and at each school site.

2022-23 Opportunities for Parental 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 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

2022-23 Opportunities for Parental Involvement

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.

Boosters Parent Group - President is Paul Ioanidis. He can be reached at mirabooster@gmail.com

IBPO Parent Group - President Christan Chittenden. She can be reached at cakesister@gmail.com

ISSPO Parent Group - Please contact the IS Coordinator Sara Garzona. She can be reached at sara.garzona@sanjuan.edu

ELAC Parent Group - Please contact our Vice Principal Cristina Burkhart. She can be reached at cristina.burkhart@sanjuan.edu

C. Engagement

State Priority: Pupil Engagement

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

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

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

Indicator	School 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		5	5.8		9.6	11.7		8.9	7.8
Graduation Rate		91.8	90.3		78.5	81.6		84.2	87

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	360	325	90.3
Female	192	175	91.1
Male	167	150	89.8
American Indian or Alaska Native	--	--	--
Asian	82	74	90.2
Black or African American	22	19	86.4
Filipino	12	12	100.0
Hispanic or Latino	72	65	90.3
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	19	17	89.5
White	150	135	90.0
English Learners	80	64	80.0
Foster Youth	--	--	--
Homeless	17	14	82.4
Socioeconomically Disadvantaged	235	204	86.8
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	30	24	80.0

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1847	1777	560	31.5
Female	922	883	297	33.6
Male	913	882	257	29.1
American Indian or Alaska Native	17	15	4	26.7
Asian	466	454	72	15.9
Black or African American	146	135	60	44.4
Filipino	43	42	3	7.1
Hispanic or Latino	388	371	154	41.5
Native Hawaiian or Pacific Islander	24	24	13	54.2
Two or More Races	110	108	40	37.0
White	652	627	214	34.1
English Learners	406	388	142	36.6
Foster Youth	7	6	4	66.7
Homeless	113	99	53	53.5
Socioeconomically Disadvantaged	1041	989	388	39.2
Students Receiving Migrant Education Services	2	2	2	100.0
Students with Disabilities	172	155	76	49.0

C. Engagement

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

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	6.21	3.11	2.45
Expulsions	0.16	0.03	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.11	8.18	0.10	4.48	0.20	3.17
Expulsions	0.00	0.27	0.00	0.06	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	8.18	0.27
Female	6.51	0.22
Male	9.86	0.33
American Indian or Alaska Native	5.88	0.00
Asian	5.58	0.00
Black or African American	23.29	2.05
Filipino	2.33	0.00
Hispanic or Latino	8.76	0.00
Native Hawaiian or Pacific Islander	12.50	0.00
Two or More Races	11.82	0.00
White	5.98	0.31
English Learners	10.84	0.49
Foster Youth	0.00	0.00
Homeless	18.58	0.88
Socioeconomically Disadvantaged	12.39	0.48
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	16.28	1.74

2022-23 School Safety Plan

School Safety Plan

San Juan Unified School District emphasizes school safety and understands its importance in helping to achieve the academic success of its students. In accordance with the California Education Code, each school site must complete and maintain a Comprehensive School Safety Plan, to be reviewed and updated annually. The plan includes a review of safety data for the campus, safety policies, critical incident response & management information as well as emergency procedure information including those pertaining to incidents involving fire, earthquakes, intruders and other dangers. The review and update of the plan is a collaborative process involving representatives from site administration, instructional staff, custodial & classified staff, safety personnel and parent representative who together comprise a site safety team. Finalized plans are posted to site webpages for public access and presented to staff during training and development days no later than March 1 of each year. A copy of the plan is available for review in each school site office.

Safety drills are held on a regular basis and in compliance with the California Education Code to include fire drills, earthquake drills and intruder drills. Drills are coordinated and monitored with the assistance of the trained district safety personnel.

Safety is a shared responsibility. Each school site is supported by the district's Safe Schools Team. The Safe Schools Team is comprised of personnel specifically trained to support and promote school safety, provide advice to matters involving student welfare, assist in the coordination of drills and provide safety training to students and staff. Safe Schools Team members, known as Community Safety Specialists work collaboratively with site administrators and safety committee members to build and strengthen a culture of safety as well as address specific incident needs. The Safe Schools Team members are further supported through developed relationships with local law enforcement offices including the Sacramento County Sheriffs Department & Citrus Heights Police Department. San Juan Unified maintains contracts with local law enforcement for the purpose of employing uniformed law enforcement officers to further enhance school site security for special events as well as in response to critical incidents and threats. .

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	25	25	36	19
Mathematics	27	10	36	12
Science	29	5	32	15
Social Science	29	9	32	22

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	27	13	36	22
Mathematics	29	6	31	18
Science	29	9	23	20
Social Science	30	6	24	31

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	26	17	34	21
Mathematics	28	5	41	9
Science	28	9	29	8
Social Science	29	5	40	12

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	280

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	6.0
Library Media Teacher (Librarian)	1.0
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	11686	4230	7456	\$79,100.03
District	N/A	N/A	6930	\$78,226
Percent Difference - School Site and District	N/A	N/A	7.3	1.1
State	N/A	N/A	\$6,594	\$85,368
Percent Difference - School Site and State	N/A	N/A	12.3	-7.6

2021-22 Types of Services Funded

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>.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$46,561	\$51,081
Mid-Range Teacher Salary	\$69,093	\$77,514
Highest Teacher Salary	\$94,014	\$105,764
Average Principal Salary (Elementary)	\$117,870	\$133,421
Average Principal Salary (Middle)	\$126,658	\$138,594
Average Principal Salary (High)	\$142,797	\$153,392
Superintendent Salary	\$303,841	\$298,377
Percent of Budget for Teacher Salaries	33%	32%
Percent of Budget for Administrative Salaries	6%	5%

2021-22 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	3.2
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	2
Science	0
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	2

Professional Development

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

The District provides professional development opportunities for teachers and administrators 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, and there are specific opportunities designed for our paraprofessionals to attend and be compensated. Specifically designed training is also offered to non-instructional support staff such as clerical and custodial staff that includes both operational and instructional topics.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	9	9	3