



James Logan School

1800 H Street, Union City, CA 94587
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New Haven Unified School District

Amy McNamara, Principal

2011-2012 School Accountability Report Card



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New Haven Unified
School District
34200 Alvarado-Niles Rd.
Union City, CA 94587
(510) 471-1100



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

New Haven Unified School Districts includes Union City and part of south Hayward and has an enrollment of 12,951 students. 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.

During the 2011-12 school year, 4,133 students in grades nine through twelve were enrolled at the school.

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.

Student Enrollment by Ethnic Group

2011-12	
	Percentage
African American	8.7%
American Indian	0.1%
Asian	22.6%
Filipino	21.3%
Hispanic or Latino	31.6%
Pacific Islander	4.3%
White	8.8%
Two or More	2.7%
None Reported	-

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

Suspensions & Expulsions						
	School			District		
	09-10	10-11	11-12	09-10	10-11	11-12
Suspensions	382	308	411	1236	979	1081
Suspension Rate	9.2%	7.5%	10.0%	9.5%	7.6%	8.4%
Expulsions	17	10	8	39	18	18
Expulsion Rate	0.4%	0.2%	0.2%	0.3%	0.1%	0.1%

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
- Ballet Folklorico
- Black Student Union (BSU)
- 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)
- Mural Club
- Photo Club
- Puente
- Sikh Forum
- Youth Alive
- California Scholarship Federation (CSF)
- MEChA (Movimiento Estudiantil Chicano Aztlan)
- Peers Empowering Every Person (PEEPs)
- Chinese Connections to Culture and Communication (C4)
- Annual
- Band and Colorguard
- Choir
- Drama Club
- Female Aid Organization
- Fitness Club
- French Club
- Gay/Straight Alliance (GSA)
- Gumshoes (Forensic Science)
- Humanitarian Assistance
- Interact
- Leo Club
- Motion Pictures Studio
- Muslim Student Association
- Pre-Med Club
- Punjabi Club
- Snow Club
- Youth Humane Society

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

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.

Interventions

The Tutoring Program at Logan is a FREE drop-in service available to ALL students. Trained student tutors are available to help Logan students in all levels of Math, Science, Language Arts, and Social Sciences under a teacher's supervision.

Tutoring logs are also available to get stamped and signed by tutors each time a student attends. These can be used to verify attendance to parents, as well as teachers who offer extra credit. Students are encouraged to check in with their teachers or JLHS website to find out hours/locations of tutoring.

Dropout & Graduation Rates

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			
	08-09	09-10	10-11
Dropout Rate	2.90%	10.40%	7.10%
Graduation Rate	86.20%	82.62%	86.16%

School Attendance & Enrollment

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, truanies or unexcused absences are referred to Student Attendance Review Board (SARB).

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

Enrollment Trend by Grade Level

	2009-10	2010-11	2011-12
8th	-	-	3
9th	1,049	1,017	1,017
10th	1,107	1,056	1,003
11th	961	1,090	1,032
12th	1,033	955	1,047

Class Size

The table indicates the average class size by subject area, as well as the number of classes offered in reference to their enrollment.

Class Size Distribution

	Classrooms Containing:											
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	10	11	12	10	11	12	10	11	12	10	11	12
By Subject Area												
English	27	40	38	35	18	17	47	16	17	52	108	
Mathematics	28	38	38	22	10	13	48	19	10	54	88	89
Science	34	42	40	6	6	7	15	4	2	67	77	79
Social Science	30	57	56	21	5	4	27	5	3	63	97	94

Parent Involvement

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

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. For the past four years, leadership duties were assumed by Principal Amy McNamara 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

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 1:459. The table lists the support service personnel available at James Logan High.

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	1	1.0
Nurse	1	As Needed
Psychologist	2	2.0
Special Day Class (SDC) Teacher	8	8.0
Technology Aide	1	1.0

Adequate Yearly Progress (School Year 2011-12)

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

- Participation rate on the state's standards-based assessments in English/language arts (ELA) and mathematics.
- Percent proficient on the state's standards-based assessments in ELA and mathematics.
- API as an additional indicator.
- Graduation rate (for secondary schools).

There are several consequences for 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 and district performance are displayed in the chart.

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

California Standards Test

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

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

California Standards Test (CST)									
Subject	School			District			State		
	2010	2011	2012	2010	2011	2012	2010	2011	2012
English/Language Arts	47	49	50	53	54	55	52	54	56
Mathematics	24	26	24	47	45	44	48	50	51
Science	41	46	52	59	60	62	54	57	60
History/Social Science	44	43	41	46	43	40	44	48	49

**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 STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

California Standards Test (CST)				
Subject	Subgroups			
	English/ Language Arts	Mathematics	Science	History/ Social Science
District	55	44	62	40
School	50	24	52	41
African American/ Black	38	13	39	26
American Indian	*	*	*	*
Asian	65	44	66	60
Filipino	59	27	60	37
Hispanic or Latino	35	11	35	31
Pacific Islander	43	18	43	35
White	55	24	64	53
Males	46	25	52	46
Females	54	23	53	36
Socioeconomically Disadvantaged	37	15	35	30
English Learners	7	7	4	7
Students with Disabilities	22	14	22	14
Migrant Education	32	*	*	18
Two or More Races	*	*	*	*

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

Physical Fitness (School Year 2011-12)

In the spring of each year, James Logan High is required by the state to administer a physical fitness test to all students in grade 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 2011-12			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	19.3%	24.4%	39.6%

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

Federal Intervention Program (School Year 2012-13)

Schools and districts receiving Federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	Not in PI	In PI
First Year in PI	-	2010-2011
Year in PI (2012-13)	-	Year 3
# of Schools Currently in PI	-	6
% of Schools Identified for PI	-	42.86%

Academic Performance Index

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

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

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

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

API School Results			
	2009	2010	2011
Statewide	6	5	4
Similar Schools	2	1	1
Group	09-10	10-11	11-12
All Students at the School			
Actual API Change	1	-1	4
Black or African American			
Actual API Change	20	21	21
Asian			
Actual API Change	-	-3	9
Filipino			
Actual API Change	5	3	5
Hispanic or Latino			
Actual API Change	-1	-5	-2
Native Hawaiian/Pacific Islander			
Actual API Change	-6	-48	20
White			
Actual API Change	12	-17	-10
Socioeconomically Disadvantaged			
Actual API Change	7	-8	6
English Learners			
Actual API Change	-16	2	2
Students with Disabilities			
Actual API Change	-53	-7	-3

	2012 Growth API Comparison					
	School		District		State	
	Number of Students	Growth Score	Number of Students	Growth Score	Number of Students	Growth Score
All Students at the School	2,814	738	9,321	773	4,664,264	788
Black or African American	234	681	732	697	313,201	710
Asian	629	829	2,054	863	404,670	905
Filipino	628	781	1,839	822	124,824	869
Hispanic or Latino	894	654	3,267	699	2,425,230	740
Native Hawaiian/Pacific Islander	125	708	329	750	26,563	775
White	228	743	632	787	1,221,860	853
Two or More Races	74	785	449	815	88,428	849
Socioeconomically Disadvantaged	1,248	668	4,417	708	2,779,680	737
English Learners	779	622	3,591	719	1,530,297	716
Students with Disabilities	235	489	971	592	530,935	607

Completion of High School Graduation Requirements - Class of 2012

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 2011-12 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	85.6%	82.8%	*
Socioeconomically Disadvantaged	78.0%	76.2%	*
African American/Black	83.8%	80.2%	*
American Indian	100.0%	100.0%	*
Asian	91.7%	90.2%	*
Filipino	0.0%	0.0%	*
Hispanic or Latino	75.4%	72.8%	*
Pacific Islander	86.1%	84.8%	*
White	88.6%	85.2%	*
English Learners	100.0%	97.3%	*
Students with Disabilities	65.2%	69.1%	*
Two or More Races	80.0%	73.9%	*

* Data was not available at the time of publication.

California High School Exit Exam (CAHSEE)

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

	CAHSEE By Subject for All Grade Ten Students								
	2009-10			2010-11			2011-12		
	School	District	State	School	District	State	School	District	State
English	63.0	62.0	54.0	59.0	58.0	59.0	62.0	62.0	56.0
Mathematics	55.0	54.0	54.0	55.0	54.0	56.0	58.0	57.0	58.0

	CAHSEE By Student Group for All Grade Ten Students					
	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students District	38.0	25.0	37.0	43.0	34.0	24.0
All Students School	38.0	25.0	37.0	42.0	34.0	24.0
Male	44.0	23.0	33.0	43.0	32.0	26.0
Female	31.0	27.0	41.0	43.0	32.0	26.0
African American	46.0	30.0	24.0	59.0	34.0	8.0
Asian	25.0	20.0	56.0	21.0	34.0	46.0
Filipino	25.0	33.0	42.0	28.0	44.0	27.0
Hispanic or Latino	56.0	24.0	20.0	67.0	23.0	10.0
Pacific Islander	51.0	20.0	29.0	43.0	33.0	24.0
White	35.0	17.0	48.0	37.0	43.0	20.0
English Learners	92.0	6.0	2.0	84.0	15.0	1.0
Socioeconomically Disadvantaged	53.0	25.0	23.0	58.0	29.0	13.0
Receiving Migrant Education Services	64.0	36.0	-	64.0	36.0	-
Students with Disabilities	90.0	4.0	6.0	89.0	7.0	4.0

Advanced Placement Classes (School Year 2011-12)

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.

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
Student Enrolled in Courses Required for UC/CSU Admission (2011-12)	75.4%
Graduates Who Completed All Courses Required for UC/CSU Admission (2010-11)	51.5%

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

Advanced Placement Classes

	# of Courses
Fine and Performing Arts	-
Computer Science	-
English	8
Foreign Language	-
Mathematics	9
Science	3
Social Science	6
Totals	26
Percent of Students in AP Courses	3%

Career Technical Education

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 Business
- Marketing and Management 1, 2
- Medical and Health Careers
- Multimedica Workshop
- Pharmacy Clerk
- Robotics Systems Technology
- 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 Athletic Training
- Law Enforcement/Homeland Security
- Medical Assisting
- Medical Occupations
- Nursing Assistant
- Pathway to Engineering
- Sports Therapy 1, 2

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

Enrollment & Program Completion in Career/ Technical Education (CTE) Programs (Carl Perkins Vocational and Technical Education Act)

Question	Response
How many of the school's pupils participate in CTE?	850
What percent of the school's pupils complete a CTE program and earn a high school diploma?	18.0%
What percent of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?	63.0%

College Entrance Information

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the UC Admissions Information Web page at <http://www.universityofcalifornia.edu/admissions/>.

California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the CSU Web page at <http://www.calstate.edu/admission/admission.shtml>.

Instructional Materials (School Year 2012-13)

New Haven Unified School District held a Public Hearing on October 16, 2012, 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 February 2013.

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 six 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.

Science Lab Equipment

The school stocks an adequate supply of equipment for its students. Inventory includes, but is not limited to: microscopes, slides, ring stands, clamps, support rings, utility clamps, test tubes, test tube holders and brushes, tongs, flasks, beakers, and Bunsen burners. For more information, please call the school office.

Additional Internet Access/Public Libraries

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/>.

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%

Teacher Assignment

New Haven Unified School District recruits and employs the most qualified credentialed teachers. This chart shows information about teacher credentials.

Teacher Credential Status				
	School			District
	09-10	10-11	11-12	11-12
Fully Credentialed	164	162	161	551
Without Full Credentials	2	9	3	14
Working Outside Subject	4	4	1	1

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

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

Misassignments/Vacancies			
	10-11	11-12	12-13
Misassignments of Teachers of English Learners	0	0	1
Misassignments of Teachers (other)	4	0	0
Total Misassignments of Teachers	4	0	1
Vacant Teacher Positions	0	5	0

Highly Qualified Teachers (School Year 2011-12)

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2006-07 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. For more information, see the CDE Improving Teacher and Principal Quality Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>.

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

NCLB Compliant Teachers		
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	100.0%	0.0%
District	99.6%	0.4%
High-Poverty Schools in District	99.5%	0.5%
Low-Poverty Schools in District	100.0%	0.0%

Staff Development

Staff members build teaching skills and concepts by participating in many conferences and workshops throughout the year, then sharing their experiences and knowledge with district colleagues. The district dedicated three days to staff development annually for the past three years.

School Facilities & Safety

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.

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 2012 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.

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.

School Facility Conditions				
Date of Last Inspection: 02/01/2012				
Overall Summary of School Facility Conditions: Exemplary				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			
Interior	X			
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			
Restrooms/Fountains	X			
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			

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.

Teacher & Administrative Salaries (Fiscal Year 2010-11)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the 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		
2010-11		
	District	State
Beginning Teachers	\$47,657	\$40,932
Mid-Range Teachers	\$79,607	\$65,424
Highest Teachers	\$103,269	\$84,596
Elementary School Principals	\$117,338	\$106,806
Middle School Principals	\$121,762	\$111,776
High School Principals	\$153,469	\$120,858
Superintendent	\$252,418	\$204,089
Salaries as a Percentage of Total Budget		
Teacher Salaries	50.6%	39.4%
Administrative Salaries	5.5%	5.0%

School Site Teacher Salaries (Fiscal Year 2010-11)

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

Average Teacher Salaries	
School & District	
School	\$87,729
District	\$83,645
Percentage of Variation	4.88%
School & State	
All Unified School Districts	\$68,488
Percentage of Variation	28.09%

Contact Information

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

District Expenditures (Fiscal Year 2010-11)

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

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$7,705
From Supplemental/Restricted Sources	\$2,218
From Basic/Unrestricted Sources	\$5,487
District	
From Basic/Unrestricted Sources	\$5,137
Percentage of Variation between School & District	6.81%
State	
From Basic/Unrestricted Sources	\$5,455
Percentage of Variation between School & State	0.59%

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>.

Data Sources

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

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

District Revenue Sources (Fiscal Year 2011-12)

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)