

# La Loma Jr Hi.

## School Accountability Report Card

### Reported Using Data from the 2016-17 School Year

### Published During 2017-18

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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://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).

#### **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.

## **About This School**

#### **Contact Information (School Year 2017-18)**

<b>School Contact Information</b>	
<b>School Name</b>	La Loma Jr Hi.
<b>Street</b>	1800 Encina Ave
<b>City, State, Zip</b>	Modesto, CA 95354-1598
<b>Phone Number</b>	(209) 574-1906
<b>Principal</b>	Daniel Iverson
<b>E-mail Address</b>	iverson.d@monet.k12.ca.us
<b>Web Site</b>	<a href="https://laloma.mcs4kids.com/">https://laloma.mcs4kids.com/</a>
<b>CDS Code</b>	50 711676052740

<b>District Contact Information</b>	
<b>District Name</b>	Modesto City Elementary School District
<b>Phone Number</b>	(209) 574-1500
<b>Superintendent</b>	Pam Able
<b>E-mail Address</b>	fortuna.b@monet.k12.ca.us
<b>Web Site</b>	www.mcs4kids.com

### **School Description and Mission Statement (School Year 2017-18)**

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In 1956, La Loma Junior High School opened with space for 650 students. This year, there are 747 seventh and eighth grade students who populate the school from both sides of Yosemite Blvd. Inclusion of students from all parts of the socio-economic spectrum provides for a unique and diverse student demographic. Currently, 73% of our student population participates in the free or reduced lunch program.

La Loma JHS today boasts a wide array of educational and support services for students from diverse ethnic, racial and socioeconomic backgrounds. Thirty percent of our students identify themselves as White/Caucasian, 57% as Hispanic or Latino, 4% African-American, and 2% Asian. Four percent claim a dual ethnicity. We are home to four Special Education programs (Resource Specialist, SDC Learning Handicapped, Deaf and Hard of Hearing, and Severely Emotionally Disturbed), and have itinerant services for students with other disabilities. One hundred and ten of our students are enrolled in band or orchestra; we also have an 80-voice Chorus that performs throughout the city and in Disneyland each year.

The main buildings, erected in 1956, have been augmented with portable classrooms, a gymnasium and three computer labs. A new cafeteria was completed in March, 2003, to service our student population through a two lunch-period system. All classrooms now have air-conditioning and upgraded electrical wiring. During the summer of 2002, a science lab was completely renovated. During the fall of 2011, a third computer lab was installed.

Modernization of La Loma began in February, 2004, and was completed in September, 2005. A new blacktop was finished the summer of 2014. Technology upgrades are on-going. A new telephone system went online January, 2017.

Classrooms received a face lift, which included new marker boards, tack boards, paint, and exterior door replacement. Full abatement, re-roofing, interior and exterior painting, fire alarm upgrades, security alarm, and restroom upgrades have also been completed. Staff and student restrooms have new tile and are ADA compliant. The custodial staff at La Loma takes great pride in keeping the campus in spotless condition, and they have consistently won Modesto City Schools District awards for their diligence. They were honored at a Board of Education meeting in October 2009 for receiving an outstanding inspection rating. The custodial staff continues to maintain high standards.

The Center for Human Services, a local non-profit organization, provides counseling through its Student Assistant Specialist program. One of the specialist is on our campus four days a week to provide conflict mediation, Alcohol and Other Drug education, referrals for counseling, and risky behaviors interventions as well as many other related services. Another specialist is assigned to our intervention center to provide counseling services related to proper school behavior. Our academic counselor is on our campus five days per week and closely monitors students' progress toward meeting graduation requirements. The WEB (Where Everybody Belongs) program was implemented beginning in 2006-07. Like Link Crew in high school, the program trains over 80 8th-grade students in leadership skills and strategies to welcome, assist, and provide ongoing support for incoming 7th graders in order to facilitate and ease the difficult transition from elementary to junior high school.

Students requiring additional assistance may be enrolled in a Math 8 Support period in addition to their Math 8 class or a Math-180 Support period in addition to their Math 7 class. Students may be enrolled in a two-period block for reading intervention. Eighth grade English Learners who are not yet reclassified are enrolled in an Academic Language Development course or READ-180 course to strengthen their skills to provide students with the support they need in order to assist them in accessing the curriculum. Seventh grade students not yet reclassified are enrolled in AVID Excel in addition to their Language Arts classes. These students also participated in a Summer Bridge program to prepare them for the rigors of junior high school curriculum. Resource students are enrolled in a Resource Tutorial class that teaches organizational skills, study habits, and provides academic support. Students who show the ability, but might lack the support or resources to enter college, are recruited into the AVID program (Advancement Via Individual Determination) where they learn note-taking, organization, responsibility, collaboration, and receive tutoring in their academic classes. Students with exceptional academic prowess are enrolled in honors classes. Students may enroll in music, computer, yearbook, drama, leadership, or the STAR Center courses that allow students to explore more deeply STEM courses (Science, Technology, Engineering, and Mathematics). We have 2 STAR Center courses: Future City, Engineering & Design and Robotics & Renewable Energy.

More than half of the full-time teachers have been teaching at La Loma for at least ten years. Our teachers coach after-school athletic teams and advise academic programs such as Science Olympiad, Math Super Bowl, Future City Competition, WEB (Where Everyone Belongs) program, CJSF (California Junior Scholarship Federation) and more. They also model the nine Character Traits promoted by the District Character Education program. To recognize students' academic performance, we have various recognition efforts underway on an ongoing basis, including Students of the Month and our ASB-driven Lancer Awards program, which recognizes students whose grades reflect a GPA of 3.0 or higher for semester grading periods, as well as recognizing students with "perfect" citizenship. La Loma offers tutoring services during zero period, at lunch and after school for students to either drop in or to be referred to by their classroom teachers.

#### Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Grade 7	363
Grade 8	351
<b>Total Enrollment</b>	<b>714</b>

#### Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	3.6
American Indian or Alaska Native	1
Asian	1.1
Filipino	0.8
Hispanic or Latino	52.8
Native Hawaiian or Pacific Islander	0.8
White	33.3
Two or More Races	4.5
Socioeconomically Disadvantaged	72.8
English Learners	11.3
Students with Disabilities	12.6
Foster Youth	0.4

## 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.

### Teacher Credentials

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	34	32	34	858
Without Full Credential	0	2	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

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

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which data were collected: December 2017

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Holt, 2004	Yes	0
Mathematics	Utah Middle School Mathematics, 2017	Yes	0
Science	Glencoe, 2007	Yes	0
History-Social Science	McDougal Littell, 2006	Yes	0
Foreign Language	Prentice Hall, 2007	Yes	0
Health	Glencoe, 2005	Yes	0

### School Facility Conditions and Planned Improvements (Most Recent Year)

School Facility Conditions – General Information (Most Recent Year)

Please review and update the information below as needed.

School Facility Conditions -- General Information

La Loma maintains a safe learning environment before, during, and after school. The cleanliness and maintenance of the school is of paramount concern to the custodial staff and a true point of pride. La Loma has a total of 5 full-time employees on the custodial team. The most recent FIT (inspection) was on December 2015 and La Loma received an "Exemplary" rating.

Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment.

**Age of School/Buildings:**

This school has 41 classrooms, a cafeteria, library, multi-purpose room, locker room and an administration office. The main campus was built in 1956. Additions were constructed in 1956, 1959, 1970, and 1976. Seventeen portable classrooms were constructed over the periods of 1965, 1968, 1978, and 1990. The school opened in 1956.

**Maintenance and Repair:**

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 work order process is used to ensure efficient service. Emergency repairs are given the highest priority. The school facility is in overall good repair.

**Cleaning Process and Schedule:**

The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards are available at the school office, or at the district office. The Principal works continually with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

**Deferred Maintenance Budget:**

The District participated in the State School Deferred Maintenance Program, which provided flexible state matching funds to assist school districts with expenditures for major repair or replacement of existing school facilities components. State contributions to this Program ended in the 2012-13 school year. Deferred Maintenance typically includes paving, roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting and floor systems. For the 2016-17 school year, the district budgeted \$0.69 million out of the District General Fund carry-over funds for deferred maintenance projects throughout the District. The District also has 1.28 million of carry-over funds in Fund 14 Deferred Maintenance Fund available for deferred maintenance projects throughout the District. Identified needed repairs are weighed against all other District site repairs and the most urgent repairs are addressed first.

Data provided by LEA. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

**School Facility Good Repair Status (Most Recent Year)**

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

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

<b>School Facility Good Repair Status (Most Recent Year)</b>				
Year and month of the most recent FIT report: 12/6/17				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 12/6/17				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

#### Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 12/6/17				
Overall Rating	Exemplary	Good	Fair	Poor
		X		

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

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

### CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	39	35	27	28	48	48
Mathematics (grades 3-8 and 11)	23	24	17	19	36	37

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

### CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	719	710	98.75	35.35
Male	380	378	99.47	31.75
Female	339	332	97.94	39.46
Black or African American	27	25	92.59	12
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Hispanic or Latino	391	386	98.72	27.2
Native Hawaiian or Pacific Islander	--	--	--	--
White	231	230	99.57	52.17
Two or More Races	32	32	100	25
Socioeconomically Disadvantaged	522	514	98.47	25.29
English Learners	161	158	98.14	16.46
Students with Disabilities	101	100	99.01	6
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: 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.

Note: 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.

Note: 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 Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	721	708	98.2	23.87
Male	381	376	98.69	24.47
Female	340	332	97.65	23.19
Black or African American	27	25	92.59	16
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	391	385	98.47	17.14
Native Hawaiian or Pacific Islander	--	--	--	--
White	233	230	98.71	35.65
Two or More Races	32	32	100	15.63
Socioeconomically Disadvantaged	524	512	97.71	16.8
English Learners	161	158	98.14	10.13
Students with Disabilities	102	99	97.06	2.02
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: 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.

Note: 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.

Note: 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 Test Results in Science for All Students Grades Five, Eight, and Ten

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	57	58	45	41	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

### State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

### California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	24.3	20.2	43.4

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

## C. Engagement

### State Priority: Parental Involvement

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

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

### Opportunities for Parental Involvement (School Year 2017-18)

The PTA provides numerous opportunities for parental involvement such as volunteering, fundraising, community outreach, school beautification, chaperoning school activities, and teacher and/or student appreciation. La Loma also enjoys very active parent participation in support of both the Chorus and the Instrumental Music programs, as well as an AVID parent support system.

English Learner Parent Participation:



The purpose for the ELPP meetings is to ensuring that the academic needs of English Learners are being met. Meetings are held monthly and provide education for parents of English Learners on a variety of topics. Academic and social/emotional issues that impact students’ academic achievement, as well as issues regarding school and cyber safety are the focus of various meetings. Parents have the opportunity to request information on additional topics at each meeting. A successful high school transition is facilitated by meetings attended by high school counselors, administrators, and the college counselors.

Sixth-grade Orientation, Back-to-School Night, Open House, and STEM Faire

These events occur annually, giving parents the opportunity to meet and interact with their children’s teachers, to learn information about the school programs, and to understand ways they can help to make their children successful in school. This year, La Loma teachers and students have added a STEAM family night to highlight the new and exciting opportunities students have in the areas of Science, Technology, Engineering, the Arts, and Mathematics.

Parent Education meetings are held quarterly to provide information and training to parents on a variety of topics. Topics include, but are not limited to: Understanding how to navigate the school system, Accessing the Parent Portal and how to contact teachers via email, cyber safety, transitioning to high school, etc.

**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**

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
<b>Suspensions</b>	10.4	8.4	9.6	4.6	3.9	3.7	3.8	3.7	3.6
<b>Expulsions</b>	0.1	0.1	0.0	0.0	0.0	0.0	0.1	0.1	0.1

**School Safety Plan (School Year 2017-18)**

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La Loma maintains a safe learning environment before, during, and after school. Staff and student safety are of the utmost priority for administration, teachers, and students. The school employs two full-time campus supervisors and three yard duty personnel who are responsible for maintaining a vigilant presence on campus at all times. The district has provided added after school coverage with two school safety officers. La Loma reviews and updates its safety plans and procedures once each semester and/or as needed throughout the school year. There is a new suggestion box available to provide an avenue for staff to provide feedback regarding possible safety issues. Regularly scheduled fire and lock down drills are conducted.

The administration and the entire Physical Education Department have been trained in the proper use of the two, newly installed Automated External Defibrillator (AED) devices on campus. Upon arrival at La Loma, visitors are greeted with a large sign directing them to the office area where they sign in, meet our receptionist, and those seeking clearance to enter the school are given a visitor’s pass. Before and after school, staff members assist administrators and campus supervisors in monitoring students on a rotating basis in order to maintain a safe and calm school campus. The safety committee meets annually to review the plan. There were minor changes in some of the adjunct duty locations for supervision that the staff had already agreed to for the 2017-18 school year.

## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	19
Percent of Schools Currently in Program Improvement	N/A	79.2

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

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

Subject	2014-15				2015-16				2016-17			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	28	6	11	12	27	9	11	10	28	9	10	10
Mathematics	29	4	11	13	19	7	1		21	4	4	
Science	30	2	10	12	31	2	9	12	31	2	11	11
Social Science	30	2	9	13	29	3	11	10	29	3	14	7

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

### Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.0	378
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0.5	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	0.4	N/A
Social Worker	0	N/A
Nurse	0.5	N/A
Speech/Language/Hearing Specialist	0.3	N/A
Resource Specialist	2.0	N/A
Other	0	N/A

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

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

### Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$11,315.12	\$3,141.05	\$8,174.07	\$95,514.53
District	N/A	N/A	\$8,660.17	
Percent Difference: School Site and District	N/A	N/A	-5.8	9.7
State	N/A	N/A	\$6,574	
Percent Difference: School Site and State	N/A	N/A	21.7	21.0

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

### Types of Services Funded (Fiscal Year 2016-17)

The Modesto City Schools Local Control and Accountability Plan (LCAP) provides detailed information on actions, services, and expenditures that support and assist students. Actions, services, and expenditures funded through the 2016-17 LCAP can be found here: <https://www.mcs4kids.com/img/files/2016-2017%20Board%20Approved%20LCAP%20Plan.pdf>. The most recent LCAP can be found here: <https://www.mcs4kids.com/documents/lcff/2017-2018/2017-2018%20LCAP%20Board%20Approved%206-19-17.pdf>. While the LCAP is designed to support the educational progress of all students, there are specific actions and services principally directed toward meeting the needs of our unduplicated students in closing the achievement gap.

### Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$56,836	\$47,808
Mid-Range Teacher Salary	\$87,050	\$73,555
Highest Teacher Salary	\$105,363	\$95,850
Average Principal Salary (Elementary)	\$116,003	\$120,448
Average Principal Salary (Middle)	\$122,575	\$125,592
Average Principal Salary (High)	\$138,584	\$138,175
Superintendent Salary	\$250,766	\$264,457
Percent of Budget for Teacher Salaries	35%	35%
Percent of Budget for Administrative Salaries	5%	5%

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

### Professional Development (Most Recent Three Years)

14-15:

Effective Instructional Strategies and Curriculum & Lesson Development – 3 Days  
 Common Core Standards Based Instruction for K-6 Educators – 1 Day  
 Next Generation Science Standards PD for 7-12 Educators – 2 days (optional)  
 Big Idea Workshop Series – Optional after school PD for K-6 Educators  
 Lesson Study for Math and Science Educators – 2 Days (optional)  
 Positive Behavior Intervention and Support – 2 Days  
 College and Career Guidance with Naviance for Counselors and Work Experience Coordinators – 1 Day  
 Effective Classroom Management – 2 Days (optional)  
 Restorative Justice – 4 Days  
 Chemical Safety Training – 1 Day  
 Teaching with Poverty in Mind – ½ Day (optional)  
 Anita Archer – K-6 Literacy Skills – 2 Days (optional)  
 Frank Smith – K-12 Academic Vocabulary – ½ Day (optional)  
 SS 7-12 DBQ / UC Davis History Project 2 days  
 ELA 7-12 Effective Instructional Practices/ELA/ELD literacy 2 days  
 7-12 Electives Literacy for content areas  
 Read 180 training 2 days

15-16:

Leverage Learning – PLC Leadership Teams – 5 Days (leadership teams)  
Anita Archer K-8 Writing and Literacy – 3 Days (optional)  
Step Up to Writing K-6 – 1 Day (optional)  
Number Talks K-6 – 1 Day (optional)  
Mindset Works 7-12 – 1 Day  
Utah Math 7-8 – 1 Day  
Math Vision Project 9-12 – 1 Day; additional optional PD Days through SCOE  
NGSS: Modeling in Science/Science and Engineering Practices 7-12 – 2 Days

17-18

Professional Learning Community Conference  
Leverage Learning – PLC Leadership Teams  
Restorative Practices  
Luis Cruz – Transforming School Culture  
AVID summer institute  
Positive Behavior Intervention and Support (PBIS)  
Restorative Practices  
Math Lesson Design and Assessments 7-8  
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Science Safety Training.  
Anita Archer – Effective Instructional Practices  
College and Career Four-Year Planning  
Kate Kinsella – Essential Instructional Routines / Designated & Integrated ELD  
Designated ELD Instruction within Wonders Curriculum  
Technology  
JW Pepper  
Best Practices and Overview of Dyslexia  
Effective Instruction for Severe Programs  
Direct Instruction in Moderate-Severe Programs  
Effective Assessment Practices and Reporting  
Identifying Assessment Tools  
Curriculum Implementation Support  
One-one Procedures and Guidelines  
Standards Progression – Math I, II, III, Pre-Calculus  
Academic Discourse and Language Acquisition, Collaborative Conversations  
Math 180 Data Analysis  
Suicide Prevention  
2016 History Social Science Framework: An introduction to Content Shifts, Instructional Shifts, Access, and Equity  
Strategies for Formative Feedback in a Digital Classroom  
Schology  
CAG conference for GATE teachers  
ISTE conference for CLT teachers  
DBQ training for GATE  
Recorders for prep providers  
Read 180 Implementation  
Read 180 Follow-up  
AVID Excel Tutor Training  
AVID "10-2-2" Instructional Strategy  
AVID Focused Note-Taking  
Study Sync Curriculum Trainings  
AVID "WICORizing" a Lesson training  
AVID Excel Video Professional Learning Sessions  
EL Shadow Training

ELPAC Training  
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Gr K-2 Reading Mastery  
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Gr 6 Number Talks  
Gr 3-5 Fractions  
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