

La Loma Junior High
School Accountability Report Card
Reported Using Data from the 2019-2020 School Year
Published During 2020-2021

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 webpage 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.

About This School

School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	La Loma Junior High
Street	1800 Encina Ave
City, State, Zip	Modesto, CA 95354-1598
Phone Number	(209) 574-1906
Principal	Jared Lawson
Email Address	lawson.j@monet.k12.ca.us
Website	https://laloma.mcs4kids.com/
County-District-School (CDS) Code	50 711676052740

District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Modesto City School District
Phone Number	(209) 574-1500
Superintendent	Sara Noguchi, Ed.D
Email Address	fortuna.b@monet.k12.ca.us
Website	www.mcs4kids.com

School Description and Mission Statement (School Year 2020-2021)

In 1956, La Loma Junior High School opened with space for 650 students. This year, there are 733 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, 79% of our student population participates in the free or reduced lunch program.

La Loma today boasts a wide array of educational and support services for students from diverse ethnic, racial and socioeconomic backgrounds. 27% of our students identify themselves as White/Caucasian, 56% as Hispanic or Latino, 3% African-American, and 3% Asian. 8% 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. 85 students are enrolled in band or orchestra; we also have an 50+ 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 one computer lab. 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, the second lab was refurbished. In 2013, the labs were augmented to accommodate the requirements of State testing.

Modernization of La Loma began in February, 2004, and was completed in September, 2005. 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. During the Summer of 2019 the exterior paint was completed, air conditioning was added to the gymnasium and security cameras were installed on campus.

The Center for Human Services, a local non-profit organization, provides counseling through its Student Assistant Specialist program. The specialist is on our campus five 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. We now have a second Student Assistant Specialist who is stationed in our Intervention Center, and works with students who are placed there in supporting academic work, character development work and our Restorative Practice program. This year we have also added a Family Support Specialist to work with connections and support to families needing support and assistance. Our academic counselor is on our campus daily 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 eighth 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.

La Loma is designated a Title I School. Funding was used to assist students needing additional support in order to be successful in their academic studies. Title I School-wide status was suspended for the 2012-2013 school year through 2015, as La Loma was designated to be a "School of Choice" through NCLB. Students requiring additional assistance still received remedial classes in language arts and mathematics, and English Learners not yet reclassified were still enrolled in an Academic Language Development course to strengthen their skills for school in general. 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.

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. Recognition has been expanded to include students who improve their GPAs by 0.5, perfect attendance, and all "O's" (Outstanding citizenship). La Loma teachers also volunteer to provide academic assistance Monday through Thursday both before and after school as needed or requested.

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Grade 7	395
Grade 8	315
Total Enrollment	710

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	2
American Indian or Alaska Native	0.6
Asian	2.4
Filipino	0.6
Hispanic or Latino	56.6
Native Hawaiian or Pacific Islander	0.7
White	27.2
Two or More Races	5.2
Socioeconomically Disadvantaged	79.9
English Learners	12.5
Students with Disabilities	17.5
Foster Youth	0.4
Homeless	1.3

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 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	29	35	34	1431
Without Full Credential	4	0	2	27
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	40

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
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 Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: September 2020

The Governing Board recognizes that students' educational opportunities are enhanced when they have sufficient access to high-quality textbooks, equipment and other instructional materials for each of the subjects they are studying. To adequately support the Board-approved curriculum, instructional materials must also be up to date. For further information about the selection and adoption of instructional materials at all Modesto City Schools, please reference Board Policies 6161, 6161.1, and 6161.11. All board policies are located at <https://www.mcs4kids.com/district/board/board-policies/board-policies>.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	"StudySync, 2018 Read 180: HMH rBook and HMH LBook, Stage B Next Generation; HMH 44Book, Stage B HMH Next Generation (paperback and audio) Book Collection; HMH Topic Software, Next Generation Designated ELD Course: StudySyn, 2018"	Yes	0
Mathematics	"Math 7/Math 7 Honors: Piloting Swun Math at grades 7 and 8 for the 2020-2021 school year. Math 8/Math 8 Honors: Piloting Swun Math at grades 7 and 8 for the 2020-2021 school year. Math 180 Course I: Math 180 Course I mSpace, Scholastic Pre Secondary Math I Honors: Piloting Accelerated Grade 7 Math, Savvas Learning, 2021 Algebra Honors 1 JH: enVision Algebra 1, Savvas Learning, 2020"	Yes	0
Science	Discovery Ed, 2019	Yes	0
History-Social Science	McGraw-Hill, California IMPACT, 2019	Yes	0
Foreign Language	"Spanish 1, 2, 3, 4: Prentice Hall, 2007 Spanish for Spanish Speakers 3 Nuestro mundo - Holt"	Yes	0

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

School Facility Conditions and Planned Improvements

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 July 2019 and La Loma received a "Good" 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 classrooms, laboratories, cafeteria, library, gymnasium, locker room and an administration office. The main campus was built in 1956 and 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 Operations Department has adopted cleaning standards for all schools in the district. A summary of these standards are available at the school office, or at the Maintenance & Operations office. The Maintenance & Operations Department works continuously with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance:

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. Carry-over funds for deferred maintenance projects throughout the District in Funds 01 and 14 have been exhausted. The Board has authorized the General Fund (Fund 01) to annually contribute \$2 million to Facility Maintenance (Fund 14) to be used for new construction and maintenance projects throughout the District, \$2 million to Routine Restricted Maintenance (Fund 14) for maintenance projects throughout the District and \$2 million to Facility Improvements (Fund 40) for the District's high schools. 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

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 rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: 7/2/2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Interior: Interior Surfaces	Poor	Loose and/or damage baseboard/wall, Stained and/or loose ceiling tiles, Carpet loose and/or ripped, Broken door closer, Ripped wall board
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	Cluttered classroom and/or storerooms, Unsecured items stored too high, Dirty light fixtures
Electrical: Electrical	Good	Cracked light fixtures, Blocked electrical panel
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Fountain low flow, No ADA shower
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

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 ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	38	N/A	31	N/A	50	N/A
Mathematics (grades 3-8 and 11)	26	N/A	22	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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.

Note: 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.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and High School

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	23	N/A	15	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

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 school site

Opportunities for Parental Involvement (School Year 2020-2021)

The PTA provides numerous opportunities for parental involvement such as volunteering, supporting PBIS and Renaissance recognitions, 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. General membership meetings are two or three times per year.

English Learner Parent Participation:

The purpose of the ELAC meetings is to ensure 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. ELAC parents are trained on the legal responsibilities of the committee and the school and committee officers are elected each year. Academic and social/emotional issues that impact students' academic achievement, reclassification process, 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 college counselors.

Sixth-grade Orientation, Back-to-School Night, Open House, History Day, Career Faire, 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. La Loma offers additional parent opportunities through it’s connection with Love Modesto, Adopt-A-River Cleanup, and neighborhood beautification projects with the City of Modesto.

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, and other topics as requested by the parent groups.

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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	10.7	8.9	3.6	2.8	3.5	3.5
Expulsions	0.1	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	12.07	4.9	N/A
Expulsions	0	0.0	N/A

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 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 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

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 two 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 suggestion box available to provide an avenue for staff to provide feedback regarding possible safety issues. Regularly scheduled fire and lockdown drills are conducted. Security cameras were added in the fall of 2019, along with a single point of entry system utilizing the Raptor Visitor Identification program to track and monitor visitors on campus.

The administration, Physical Education Department, as well as the rest of the site staff have received district-required training in the proper use of the two Automated External Defibrillator (AED) devices on campus and are aware of their locations. 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. All District required health and safety guidelines are strictly followed including available sanitation stations, clearly marked traffic patterns, and social distancing markers. The safety committee meets annually to review the plan.

Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
English Language Arts	27	9	11	11	25	13	13	6	28	7	11	9
Mathematics	28	8	7	14	27	7	15	7	27	8	10	9
Science	31	3	4	17	30	2	13	9	31	1	10	10
Social Science	32	2	4	17	30	3	10	10	31	2	7	12

*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.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	710

*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.

Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.4
Social Worker	
Nurse	0.5
Speech/Language/Hearing Specialist	0.3
Resource Specialist (non-teaching)	
Other	4.5

*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 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	13,648.88	4,597.88	9,050.99	109,060.31
District	N/A	N/A	9,699.56	93,066
Percent Difference - School Site and District	N/A	N/A	-6.9	15.8
State	N/A	N/A	\$7,750	82,746
Percent Difference - School Site and State	N/A	N/A	-18.7	27.4

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

Types of Services Funded (Fiscal Year 2019-2020)

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 past year LCAPs can be found here: <https://www.mcs4kids.com/district/lcff-and-lcap> . The most recent LCAP can be found here: <https://www.mcs4kids.com/district/lcff-and-lcap/workshops-2019-2020> . 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. Due to the Covid-19 pandemic, the district prepared a Learning Continuity Plan in accordance with State requirements. The LCP outlines how the district has addressed the demands of the pandemic.

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	61,523	50,029
Mid-Range Teacher Salary	93,066	77,680
Highest Teacher Salary	114,050	102,143
Average Principal Salary (Elementary)	126,595	128,526
Average Principal Salary (Middle)	136,514	133,574
Average Principal Salary (High)	149,971	147,006
Superintendent Salary	250,000	284,736
Percent of Budget for Teacher Salaries	32.56%	32.81%
Percent of Budget for Administrative Salaries	5.94%	5.02%

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

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	8	5	9

Professional development in MCS is data driven using research-based best practices to ensure our students receive guaranteed and viable curriculum in every grade, in every school. We use formative and summative data to drive our instructional decisions and focus for professional development. To this end, we utilize multiple structures to provide high-quality professional development to our staff including: summer training, preservice-days, district wide professional development days, after school workshops, Saturday workshops, substitute-release days, instructional coaching, an Induction (formerly BTSA) and Peer Assistance Review (PAR) program. For the second year, MCS has provided the opportunity for 0.5% compensation for those who choose to complete an extra six hours of professional development.

MCS has prioritized our focus on mathematics, literacy across grades and content areas, collaboration, welcoming schools/customer service, and building our capacity as professionals. This has been in addition to the needed training in new adoptions, curriculum and standard updates and the like. The professional development is sustained through site administration, district and site level instructional coaches, and intervention specialists. In the 2019-2020 academic year, a new division (Curriculum and Instruction & Professional Development) was also created in order to increase the quality and quantity of professional development provided to classified, certificated, and managers alike.