

La Loma Junior High

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

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

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

School Contact Information (School Year 2019-20)

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

Entity	Contact Information
District Name	Modesto City Elementary 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 2019-20)

In 1956, La Loma Junior High School opened with space for 650 students. This year, there are 711 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, 75% 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. 27% of our students identify themselves as White/Caucasian, 56% as Hispanic or Latino, 2% African-American, and 4% Asian. 5% 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. 80 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 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. 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, security cameras 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 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. Another specialist is assigned to our intervention center to provide counseling services related to proper school behavior. Starting in 2019, a third specialist was added to focus on student attendance and parent relations. Our academic counselor is on 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 2018-19)

Grade Level	Number of Students
Grade 7	341
Grade 8	370
Total Enrollment	711

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1.8
American Indian or Alaska Native	0.4
Asian	2
Filipino	0.6
Hispanic or Latino	56.5
Native Hawaiian or Pacific Islander	0.4
White	30.7
Two or More Races	3.5
Socioeconomically Disadvantaged	75.7
English Learners	12.7
Students with Disabilities	15.5
Foster Youth	0.1
Homeless	1.1

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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	34	29	35	1433
Without Full Credential	0	4	0	24
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
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 2019-20)

Year and month in which data were collected: December 2019

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

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Mathematics	Math 7/Math 7 Honors: Piloting Swun Math at grades 7 and 8 for the 2019-2020 school year. Math 8/Math 8 Honors: Piloting Swun Math at grades 7 and 8 for the 2019-2020 school year. Math 180 Course I: Math 180 Course I mSpace, Scholastic Pre Secondary Math I Honors: Secondary Math I Honors: Secondary One Mathematics: An Integrated Approach, Mathematics Vision Project, 2017	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

School Facility Conditions and Planned Improvements (Most Recent Year)

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 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 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 to annually contribute \$2 million to Facility Maintenance to be used for new construction and maintenance projects throughout the District, \$2 million to Deferred Maintenance for maintenance projects throughout the District and \$2 million to Facility Improvements 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 (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

Year and month of the most recent FIT report: 7/08/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	Loose or damage baseboard/wall, Stained and/or loose ceiling tiles, Carpet loose/rippled
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	Cluttered classroom and/or storerooms
Electrical: Electrical	Good	Fountain low flow
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	Visible signs of mildew/mold, Plug-in air freshener
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 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	41	38	31	31	50	50
Mathematics (grades 3-8 and 11)	24	26	21	22	38	39

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	701	696	99.29	0.71	37.79
Male	386	383	99.22	0.78	36.29
Female	315	313	99.37	0.63	39.62
Black or African American	16	16	100.00	0.00	25.00
American Indian or Alaska Native	--	--	--	--	--
Asian	14	14	100.00	0.00	35.71
Filipino	--	--	--	--	--
Hispanic or Latino	391	390	99.74	0.26	28.72
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	213	210	98.59	1.41	54.29

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	28	27	96.43	3.57	40.74
Socioeconomically Disadvantaged	530	525	99.06	0.94	28.00
English Learners	152	152	100.00	0.00	15.79
Students with Disabilities	123	122	99.19	0.81	6.56
Students Receiving Migrant Education Services	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	699	691	98.86	1.14	26.48
Male	385	380	98.70	1.30	30.26
Female	314	311	99.04	0.96	21.86
Black or African American	16	15	93.75	6.25	13.33
American Indian or Alaska Native	--	--	--	--	--
Asian	14	14	100.00	0.00	35.71
Filipino	--	--	--	--	--
Hispanic or Latino	390	388	99.49	0.51	19.85
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	213	209	98.12	1.88	36.84
Two or More Races	27	26	96.30	3.70	26.92
Socioeconomically Disadvantaged	528	520	98.48	1.52	17.69
English Learners	151	150	99.34	0.66	10.00
Students with Disabilities	123	122	99.19	0.81	2.46
Students Receiving Migrant Education Services	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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 2018-19)

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
7	22.7	18.7	36.8

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

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 2019-20)

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, 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, 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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	9.6	10.7	8.9	3.7	3.6	2.8	3.6	3.5	3.5
Expulsions	0.0	0.1	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

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 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. 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 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.

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	28	9	10	10	27	9	11	11	25	13	13	6
Mathematics	21	4	4		28	8	7	14	27	7	15	7
Science	31	2	11	11	31	3	4	17	30	2	13	9
Social Science	29	3	14	7	32	2	4	17	30	3	10	10

*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 Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	711.0

*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 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.4
Social Worker	
Speech/Language/Hearing Specialist	.2
Resource Specialist (non-teaching)	

*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$12,548.96	\$3,980.38	\$8,568.58	\$101,113.89
District	N/A	N/A	\$9,483.18	
Percent Difference - School Site and District	N/A	N/A	-10.1	9.0
State	N/A	N/A	\$7,506.64	
Percent Difference - School Site and State	N/A	N/A	11.9	17.9

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

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/lcfc-and-lcap> . The most recent LCAP can be found here: <https://www.mcs4kids.com/district/lcfc-and-lcap/workshops-2018-2019>. 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 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$59,731.00	\$48,612
Mid-Range Teacher Salary	\$90,623.00	\$74,676
Highest Teacher Salary	\$110,728.00	\$99,791
Average Principal Salary (Elementary)	\$122,988.00	\$125,830
Average Principal Salary (Middle)	\$131,372.00	\$131,167
Average Principal Salary (High)	\$144,945.00	\$144,822
Superintendent Salary	\$230,713.00	\$275,796
Percent of Budget for Teacher Salaries	6.01%	5.06%
Percent of Budget for Administrative Salaries	32.12%	33.84%

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	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	5	8	5

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, a BTSA and PAR program, and most recently a 0.5% compensation package for those who choose to complete an extra 6 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 2019-202 academic year, a new division was also created in order to increase the quality and quantity of professional development provided to classified, certificated, and managers alike.