

La Loma Junior High School

2022-2023 School Accountability Report Card

(Published During the 2023-2024 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



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

California School Dashboard



The California School Dashboard (Dashboard)

<https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

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

2023-24 School Contact Information

School Name	La Loma Junior High School
Street	1800 Encina Ave
City, State, Zip	Modesto, CA 95354-1598
Phone Number	(209) 574-1906
Principal	Shaun Hurtado
Email Address	hurtado.s@monet.k12.ca.us
School Website	laloma.mcs4kids.com
County-District-School (CDS) Code	50711676052740

2023-24 District Contact Information

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

2023-24 School Description and Mission Statement

In 1956, La Loma Junior High School opened with space for 650 students. This year, there are 686 seventh and eighth-grade students who populate the school from both sides of Yosemite Blvd. The inclusion of students from all parts of the socio-economic spectrum provides for a unique and diverse student demographic. Currently, roughly 80% 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. 14% of our students identify themselves as White/Caucasian, 72% as Hispanic or Latino, 2% as African-American, and 3% as 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. 100+ students are enrolled in band or orchestra; and chorus that performs throughout the city and in special events throughout the year.

The main buildings, erected in 1956, have been augmented with portable classrooms, a gymnasium, and one computer lab. A

2023-24 School Description and Mission Statement

new cafeteria was completed in March 2003, to serve 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 facelift, 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 tiles 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. During the summer and fall of 2021, there were significant improvements made to the site. The front of the school was redesigned for a better pick-up and drop-off experience for parents and guardians. There is also a new visitor parking area in front of the school. New staff parking has been added and a new bus pick-up and drop-off area have been added to the school. New safety fencing was added to help secure the school and provide a single point of entry for visitors. During the 22-23 school year there are significant upgrades being done to the interior of our classrooms, including upgrades to our science classrooms and performing arts classrooms. A new track, football field and other facilities upgrades are also being completed for our PE, athletics, and community use. All new facility upgrades will be completed for student use in the 23-24 school year.

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 behavior 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. We have been able to add a part-time academic/intervention counselor that we split with another local junior high. Our academic counselors are on our campus daily and closely monitor 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, and 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, and 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 the Science Olympiad, Math Super Bowl, Future City Competition, WEB (Where Everyone Belongs) program, CJSF (California Junior Scholarship Federation), History Day, Career Day, 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.

About this School

2022-23 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 7	356
Grade 8	323
Total Enrollment	679

2022-23 Student Enrollment by Student Group	
Student Group	Percent of Total Enrollment
Female	51.3%
Male	48.7%
Asian	1.8%
Black or African American	2.9%
Filipino	0.6%
Hispanic or Latino	61.3%
Native Hawaiian or Pacific Islander	0.7%
Two or More Races	6.6%
White	24.4%
English Learners	17.8%
Foster Youth	0.6%
Homeless	1.5%
Migrant	0.7%
Socioeconomically Disadvantaged	78.4%
Students with Disabilities	14.4%

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	27.50	85.30	614.30	89.07	228366.10	83.12
Intern Credential Holders Properly Assigned	1.10	3.40	11.60	1.69	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	13.70	1.99	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.50	4.86	31.90	4.64	12115.80	4.41
Unknown	2.00	6.38	17.90	2.61	18854.30	6.86
Total Teaching Positions	32.30	100.00	689.70	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	30.10	92.64	608.70	88.15	234405.20	84.00
Intern Credential Holders Properly Assigned	1.00	3.07	14.20	2.06	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	20.90	3.03	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.60	1.99	32.70	4.75	11953.10	4.28
Unknown	0.70	2.30	13.90	2.01	15831.90	5.67
Total Teaching Positions	32.50	100.00	690.50	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

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

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

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	1.50	0.60
Total Out-of-Field Teachers	1.50	0.60

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	5	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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>.

Year and month in which the data were collected	November 2023
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent	Percent Students Lacking Own
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		Adoption ?	Assigned Copy
Reading/Language Arts	<p>StudySync, 2018</p> <p>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, 2021</p> <p>Designated ELD Course: StudySync, 2018</p>	Yes	0
Mathematics	<p>Math 7/Math 7 Honors: enVision Mathematics, Savvas Learning, 2021</p> <p>Math 8/Math 8 Honors: enVision Mathematics, Savvas Learning, 2021</p> <p>Pre Secondary Math I Honors: Accelerated Grade 7 Math, Savvas Learning, 2021</p> <p>Algebra Honors 1 JH: enVision Algebra 1, Savvas Learning, 2020</p>	Yes	0
Science	Discovery Ed, 2019	Yes	0
History-Social Science	McGraw-Hill, California IMPACT, 2019	Yes	0
Foreign Language	Advanced Spanish 7th: Temas, Vista Higher Learning, 2020 AP Spanish Language & Culture, 8th: Temas, Vista Higher Learning, 2020 Spanish I:	Yes	0

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.

Year and month of the most recent FIT report

7/12/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer			X	: 29: HVAC is stuck in "ON"
Interior: Interior Surfaces	X			30: Stained ceiling tiles 31: Stained ceiling tiles 32: Stained ceiling tiles 33: Stained ceiling tiles, Broken faucet 52: Blocked electrical panel, Damaged window glass, Stained ceiling tiles 53: Stained ceiling tiles
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			24: Ants
Electrical	X			51: Blocked electrical panel, Damaged window glass, Exterior dry rot

School Facility Conditions and Planned Improvements

				52: Blocked electrical panel, Damaged window glass, Stained ceiling tiles
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			26: Drinking fountain loose 33: Stained ceiling tiles, Broken faucet 43: Broken faucet GYM: Outside drinking fountain low flow
Safety: Fire Safety, Hazardous Materials		X		21: No evacuation map posted 54: Exterior paint peeling
Structural: Structural Damage, Roofs	X			51: Blocked electrical panel, Damaged window glass, Exterior dry rot 52: Blocked electrical panel, Damaged window glass, Stained ceiling tiles
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

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 includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

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

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

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	34	29	28	27	47	46
Mathematics (grades 3-8 and 11)	18	17	18	19	33	34

2022-23 CAASPP Test Results in ELA by Student Group

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	695	666	95.83	4.17	29.20
Female	354	339	95.76	4.24	35.93
Male	341	327	95.89	4.11	22.32
American Indian or Alaska Native	0	0	0	0	0
Asian	12	12	100.00	0.00	41.67
Black or African American	20	20	100.00	0.00	10.00
Filipino	--	--	--	--	--
Hispanic or Latino	437	418	95.65	4.35	24.15
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	52	51	98.08	1.92	33.33
White	167	158	94.61	5.39	42.04
English Learners	129	126	97.67	2.33	1.59
Foster Youth	--	--	--	--	--
Homeless	14	12	85.71	14.29	0.00
Military	0	0	0	0	0
Socioeconomically Disadvantaged	547	522	95.43	4.57	23.31
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	109	101	92.66	7.34	3.96

2022-23 CAASPP Test Results in Math by Student Group

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

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	695	662	95.25	4.75	16.59
Female	354	337	95.20	4.80	19.82
Male	341	325	95.31	4.69	13.27
American Indian or Alaska Native	0	0	0	0	0
Asian	12	12	100.00	0.00	33.33
Black or African American	20	19	95.00	5.00	15.79
Filipino	--	--	--	--	--
Hispanic or Latino	437	415	94.97	5.03	12.86
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	52	51	98.08	1.92	16.33
White	167	158	94.61	5.39	24.05
English Learners	129	126	97.67	2.33	0.79
Foster Youth	--	--	--	--	--
Homeless	14	12	85.71	14.29	0.00
Military	0	0	0	0	0
Socioeconomically Disadvantaged	547	519	94.88	5.12	11.65
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	109	99	90.83	9.17	3.03

CAASPP Test Results in Science for All Students

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

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	14.66	17.57	15.01	15.26	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	328	315	96.04	3.96	17.57
Female	169	162	95.86	4.14	16.88
Male	159	153	96.23	3.77	18.30
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	200	192	96.00	4.00	10.99
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	26	25	96.15	3.85	12.00
White	87	83	95.40	4.60	32.93
English Learners	52	50	96.15	3.85	2.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	259	249	96.14	3.86	12.55
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	47	44	93.62	6.38	4.55

2022-23 California Physical Fitness Test Results					
This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.					
Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	44%	92%	91.20%	90.70%	91.80%

2023-24 Opportunities for Parental Involvement
<p>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.</p> <p>English Learner Parent Participation:</p> <p>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, and 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.</p> <p>Sixth-grade Orientation, Back-to-School Night, Title 1 Parent Night, Open House, History Day, Career Faire, and STEM Faire:</p> <p>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 understand ways they can help to make their children succeed in school. La Loma offers additional parent opportunities through its connection with Love Modesto, Adopt-A-River Cleanup, and neighborhood beautification projects with the City of Modesto.</p> <p>Parent Education meetings are held frequently 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.</p> <p>Parent Feedback Surveys:</p>

2023-24 Opportunities for Parental Involvement

Parent feedback surveys are sent to all parents on a quarterly basis so they can inform the school as to what needs to be improved and provide feedback on their needs.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	754	729	241	33.1
Female	382	369	127	34.4
Male	372	360	114	31.7
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	12	12	2	16.7
Black or African American	24	23	5	21.7
Filipino	4	4	0	0.0
Hispanic or Latino	469	453	154	34.0
Native Hawaiian or Pacific Islander	6	5	3	60.0
Two or More Races	48	47	19	40.4
White	179	173	53	30.6
English Learners	144	140	39	27.9
Foster Youth	6	4	1	25.0
Homeless	18	18	14	77.8
Socioeconomically Disadvantaged	602	580	210	36.2
Students Receiving Migrant Education Services	5	5	2	40.0
Students with Disabilities	116	114	48	42.1

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.13	6.81	12.86	0.06	2.94	4.08	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.01	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	12.86	0
Female	9.95	0
Male	15.86	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	4.17	0
Filipino	0	0
Hispanic or Latino	14.29	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	8.33	0
White	12.29	0
English Learners	13.89	0
Foster Youth	0	0
Homeless	11.11	0
Socioeconomically Disadvantaged	13.95	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	15.52	0

2023-24 School Safety Plan

La Loma maintains a safe learning environment before, during, and after school. Staff and student safety are of the utmost priority for the 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, the 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,

2023-24 School Safety Plan

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. Due to changing requirements, the marked traffic patterns and social distancing markers have been removed. The safety committee meets annually to review the plan. The plan will be annually reviewed, updated, and discussed with school faculty and a student representative by January 19, 2024.

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	20	21	11	10
Mathematics	22	15	3	15
Science	22	11	9	12
Social Science	22	13	7	12

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	23	15	12	8
Mathematics	23	10	11	7
Science	23	7	19	1
Social Science	23	9	13	6

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	27	9	13	7
Mathematics	28	7	8	9
Science	31	2	9	10
Social Science	29	2	12	6

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	452.67

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.4
Social Worker	
Nurse	0.5
Speech/Language/Hearing Specialist	0.2
Resource Specialist (non-teaching)	
Other	4

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	17636.31	7037.86	10598.45	117622.80
District	N/A	N/A	11121.82	
Percent Difference - School Site and District	N/A	N/A	-4.8	15.7
State	N/A	N/A	\$7,607	
Percent Difference - School Site and State	N/A	N/A	12.7	28.2

Fiscal Year 2022-23 Types of Services Funded

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/o/mcs/page/lcff-and-lcap>. The most recent LCAP can be found here: <https://www.mcs4kids.com/o/mcs/page/lcff-and-lcap>. 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.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	67185.00	54906.00
Mid-Range Teacher Salary	95865.00	80703.00
Highest Teacher Salary	124545.00	109418.00
Average Principal Salary (Elementary)	139709.00	137703.00
Average Principal Salary (Middle)	142971.00	143760.00
Average Principal Salary (High)	164175.00	159021.00
Superintendent Salary	295437.00	319443.00
Percent of Budget for Teacher Salaries	29.20%	30.35%
Percent of Budget for Administrative Salaries	5.18%	4.87%

Professional Development

Professional development in MCS is data driven using research-based best practices to ensure our students receive a 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, Induction and intern mentor programs, Peer Assistance Review (PAR) program, as well as an Administrative Induction Program. For the fourth year, MCS has provided the opportunity for 1% compensation for certificated and management who choose to complete an extra twelve hours of professional development outside of their normal work day. We offer the same incentive for classified, but at a flat rate compensation of \$400 for the first 6 hours and \$400 for the second 6 hours of voluntary professional development hours.

MCS has prioritized our focus on mathematics, literacy across grades and content areas, collaboration, welcoming schools/customer service, English Learners, 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. The Curriculum and Instruction & Professional Development Division is tasked with increasing the quality and quantity of professional development provided to classified, certificated, and managers alike.

Coming out of the COVID closures, we have focused our efforts on our Instructional Core:

- Instructional Core Vision: Every student deserves a guaranteed instructional program, not by chance, but by design, including Board-adopted curriculum, researched-based best practices, and authentic relationships and assessments that guide instruction.
- Supporting All Learners: Intentionally planning lessons with consideration for strategies, scaffolds, and interventions that create equitable learning opportunities for all students.

Professional Development

- Board-adopted Curriculum: Intentionally utilizing the currently adopted curriculum to ensure equitable access for all students to rigorous content standards. Understanding how the curriculum design supports students’ progression over time.
- Engaging Students using Language and Literacy: Designing lessons that engage and support all learners by providing daily opportunities to interact with content through reading, writing, listening, and speaking.
- Professional Learning Communities: PLCs are the vehicle we use to guarantee the success of the Instructional Core. Fully engaging in the process of identifying what students need to learn, how it is to be taught, what to do if they don’t reach mastery, and what to do if they excel, with regular review of student formative data to guide instruction.

All learners means every student regardless of gender, socio-economic level, at-risk status, racial, ethnic, or cultural background, exceptional ability, disability, or Limited English Proficiency.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	6	10	