

# Alta Loma School District Alta Loma Junior High School

Grades 7 through 8  
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## 2020-21 School Accountability Report Card *Published January 2022*

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This report contains information that may or may not have occurred either in person or via online platform in the 2019-20, 2020-21, and 2021-22 school years due to the ongoing COVID-19 pandemic. If you have any questions about any particular section of this document, please contact your school site administrator.

## Principal's Message

As principal, I have the unique privilege of presenting the Annual School Accountability Report Card (SARC) for Alta Loma Junior High. Whether you are a student, parent, staff, or community member, the data contained within these pages will prove useful in informing you about our academic achievement, professional staff, curricular programs, instructional materials, safety procedures, classroom environment, and condition of facilities. Our goal is to provide a warm, stimulating environment where students are actively involved in learning academics as well as positive values. Students receive a standards-based, challenging curriculum by a dedicated professional staff. Ongoing monitoring and evaluation of student progress helps us refine the instructional program to maximize student achievement.

In accordance with Proposition 98, every school in California is required to issue an annual SARC. However, we view this as not only a means of complying with State legislation, but an opportunity to publish the accomplishments we take great pride in sharing. The report card also assists in goal setting for future endeavors that will be paramount in determining the effectiveness of our programs and instruction. This process begins with an annual self-assessment that results in the development of an action plan focused on continuous school improvement. Implementation of the plan includes staff development, improved instructional strategies, identification of needs, and the appropriate adjustments in our Response to Intervention program.

We are continuing to incorporate the State Standards into our curriculum. Our goal is to prepare our students for Career and College Readiness through rigorous expectations that require that our students be consistently involved in complex thinking through analysis and problem solving. Instruction will focus on critical thinking, creativity, communication, collaboration, and digital citizenship. Our goal in presenting you with this information is to keep our community well informed. In reflection of that goal, we desire to keep the lines of communication open and welcome any suggestions, comments, or questions you may have. We appreciate the opportunity to work in partnership with parents and the community to help Alta Loma Junior High School students realize their potential. Our parents are a critical component of our school as parents support our students by working with them at home, volunteering at the school, and by supporting our school with fundraisers and special family events. As always, let's continue to celebrate efforts and successes! Thank you for your continued support.

## Mission

Alta Loma Junior High School is a safe and supportive educational environment where students, parents, staff, and the community work as a team. Our goal is to develop students academically, physically, and socially, enabling them to realize their potential. Alta Loma Junior High prepares students for lifelong learning, responsible citizenship, and success.

## School Description

Alta Loma Junior High School is located in the western region of Alta Loma and serves students in grades seven through eight following a traditional calendar. At the beginning of the 2020-21 school year, 641 students were enrolled, including 11.4% in special education, 2.7% qualifying for English Language Learner support, and 32.3% qualifying for free or reduced price lunch.

Student Enrollment by Student Group / Grade Level 2020-21			
Student Group	% of Total Enrollment	Grade Level	# of Students
Female	51.20%	Grade 7	324
Male	48.80%	Grade 8	317
Non-Binary	0.00%	Ungraded	0
Amer. Indian or Alaska Native	0.00%		
Asian	4.40%		
Black or African-Amer.	3.60%		
Filipino	1.60%		
Hisp. or Latino	53.40%		
Native Hawaiian or Pacific Islander	0.30%		
Two or More Races	5.50%		
White	30.60%		
English Learners	2.70%		
Foster Youth	0.20%		
Homeless	1.70%		
Students Receiving Migrant Ed. Services	0.00%		
Socioeconomically Disadvantaged	32.30%		
Students with Disabilities	11.40%		
Total Enrollment			641

## Student Achievement

### Physical Fitness

In the spring of each year, Alta Loma Junior High School is required by the state to administer a physical fitness test to all students in grade seven. The physical fitness test measures each student's ability to complete fitness tasks in six major areas. Students who either meet or exceed the standards in all six fitness areas are considered to be in the "healthy fitness zone." The chart reported in this document reports only the percentage in each category, not a cumulative total of the results for categories 4 of 6 and 5 of 6. Comparative district and state results can be found at the CDE's website.

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2020-21			
Grade Level Tested	Percentage of Students Meeting Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
Seventh	N/A	N/A	N/A

Note: Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported.

## California Assessment of Student Performance and Progress

The California Assessment of Student Performance and Progress (CAASPP) System includes the Smarter Balanced Summative Assessments (SBAC) for students in the general education population, and the California Alternate Assessments (CAAs) for students with the most significant cognitive disabilities. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternative achievement standards, which are linked with the Common Core State Standards (CCSS). CAASPP results are a measure of how well students are mastering California's standards in English language arts/literacy (ELA) and mathematics, and are given to grades three through eight and grade eleven. SBAC tests assess student performance in ELA/Literacy and mathematics utilizing computer-adaptive tests and performance tasks, and CAAs test items are aligned with alternative achievement standards which are linked with the Common Core State Standards (CCSS).

The CAASPP results shown in this report include overall results comparing the school, district and state scores as well as the school's overall score in each applicable subgroup. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the tables, no students met subgroup criteria. More information on CAASPP can be found on the California Department of Education's website [www.cde.ca.gov/ta/tg/ca/](http://www.cde.ca.gov/ta/tg/ca/).

CAASPP Test Results in ELA and Mathematics - All Students						
	Percent of Students Meeting or Exceeding State Standards					
	School		District		State	
	19-20	20-21	19-20	20-21	19-20	20-21
English-Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	49.0
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	33.8

Note: The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

CAASPP Test Results in ELA by Student Group (2020-21)					
Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	Percent Met or Exceeded
All Students	639	NT	NT	NT	NT
Female	328	NT	NT	NT	NT
Male	311	NT	NT	NT	NT
Amer. Indian or Alaska Native	0	0	0	0	0
Asian	27	NT	NT	NT	NT
Black or African-Amer.	23	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hisp. or Latino	345	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	38	NT	NT	NT	NT
White	194	NT	NT	NT	NT
English Learners	16	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	24	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Students Receiving Migrant Ed. Services	0	0	0	0	0
Socioeconomically Disadvantaged	206	NT	NT	NT	NT
Students with Disabilities	73	NT	NT	NT	NT

CAASPP Test Results in Mathematics by Student Group (2020-21)					
Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	Percent Met or Exceeded
All Students	639	NT	NT	NT	NT
Female	328	NT	NT	NT	NT
Male	311	NT	NT	NT	NT
Amer. Indian or Alaska Native	0	0	0	0	0
Asian	27	NT	NT	NT	NT
Black or African-Amer.	23	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hisp. or Latino	345	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	38	NT	NT	NT	NT
White	194	NT	NT	NT	NT
English Learners	16	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	24	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Students Receiving Migrant Ed. Services	0	0	0	0	0
Socioeconomically Disadvantaged	206	NT	NT	NT	NT
Students with Disabilities	73	NT	NT	NT	NT

Note: NT values indicate that this school did not test students using the CAASPP for ELA.

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.

CAASPP Test Results in Science for All Students						
	Percent of Students Meeting or Exceeding State Standards					
	School		District		State	
	19-20	20-21	19-20	20-21	19-20	20-21
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

Note: The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

Any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

CAASPP Test Results in Science by Student Group (2020-21)					
Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	Percent Met or Exceeded
All Students	312	NT	NT	NT	NT
Female	162	NT	NT	NT	NT
Male	150	NT	NT	NT	NT
Amer. Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African-Amer.	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hisp. or Latino	172	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	17	NT	NT	NT	NT
White	100	NT	NT	NT	NT
English Learners	--	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Students Receiving Migrant Ed. Services	0	0	0	0	0
Socioeconomically Disadvantaged	106	NT	NT	NT	NT
Students with Disabilities	35	NT	NT	NT	NT

Note: N/T values indicate that this school did not test students using the CAASPP for Science.

### Local Assessment Test Results

The Alta Loma School District administered STAR local assessments for English Language Arts and Mathematics in lieu of administering the CAASPP test for the 2020-21 school year, and the results are shown below in this report.

Local Assessment Test Results in ELA by Student Group (2020-21)					
Assessment Name: STAR					
Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	Percent Met or Exceeded*
All Students	641	585	91.26	8.74	60.85
Female	328	305	92.99	7.01	68.52
Male	313	280	89.46	10.54	52.5
Amer. Indian or Alaska Native					
Asian	28	25	89.29	10.71	68.0
Black or African-Amer.	23	21	91.3	8.70	47.62
Filipino	--	--	--	--	--
Hisp. or Latino	342	318	92.98	7.02	55.66
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	35	31	88.57	11.43	77.42
White	196	174	88.78	11.22	66.67
English Learners	16	15	93.75	6.25	20.0
Foster Youth					
Homeless	11	9	--	--	--
Military					
Students Receiving Migrant Ed. Services					
Socioeconomically Disadvantaged	210	183	87.14	12.86	49.18
Students with Disabilities	81	68	83.95	16.05	16.18

Local Assessment Test Results in Mathematics by Student Group (2020-21)					
Assessment Name: STAR					
Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	Percent Met or Exceeded*
All Students	641	602	93.92	6.08	43.69
Female	328	311	94.82	5.18	45.34
Male	313	291	92.97	7.03	41.92
Amer. Indian or Alaska Native					
Asian	28	25	89.29	10.71	72.0
Black or African-Amer.	23	22	95.65	4.35	22.73
Filipino	--	--	--	--	--
Hisp. or Latino	342	323	94.44	5.56	34.67
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	35	32	91.43	8.57	59.38
White	196	185	94.39	5.61	54.59
English Learners	16	16	100	0.00	25.0
Foster Youth					
Homeless	11	11	100	0.00	18.18
Military					
Students Receiving Migrant Ed. Services					
Socioeconomically Disadvantaged	210	187	89.05	10.95	35.29
Students with Disabilities	81	71	87.65	12.35	11.27

\*At or above the grade-level standard in the context of the local assessment administered.

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.

## Local Control Accountability Plan (LCAP)

As part of the new Local Control Funding Formula, school districts are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan

(LCAP). The following components of this SARC address some of the priorities identified in the District's LCAP:

Conditions of Learning (Basic Services) – State Priority 1: Degree to which teachers are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials and school facilities are maintained in good repair. Covered in *Teacher Preparation and Placement*, including the Teacher Credentials & Misassignments chart; *Instructional Materials*, including the Textbooks chart; and *School Facilities & Maintenance*, including the Campus Description and School Facility Good Repair Status charts.

Conditions of Learning (Implementation of State Standards) – State Priority 2: Implementation of academic content and performance standards adopted by the state board for all pupils. Not covered in the School Accountability Report Card.

Parental Involvement – State Priority 3: Efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. Covered in *Parent Involvement*.

Pupil Achievement – State Priority 4: Performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with a 3 or higher, and share of pupils determined prepared for college by the Early Assessment Program. Covered in *California Assessment of Student Performance and Progress*, including the CAASPP charts.

Engagement (Pupil Engagement) – State Priority 5: School attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, and high school graduation rates. Covered in *Dropout & Graduation Rates*, including the Dropout chart; and *Graduation Requirements*, including the Graduation Rate chart for high schools only.

School Climate – State Priority 6: Pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, and parents and teachers on the sense of safety and school connectedness. Covered in *Discipline & Climate for Learning*, including Suspension & Expulsion chart; and *School Site Safety Plan*.

Conditions of Learning (Course Access) – State Priority 7: Pupil enrollment in a broad course of study that includes all of the subject areas. Not covered in the School Accountability Report Card.

Other Pupil Outcomes – State Priority 8: Pupil outcomes in the subject areas. Covered in *Physical Fitness*, including the Physical Fitness Test chart.

## Parent Involvement

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events.



Parents stay informed on upcoming events and school activities through the school marquee, school newsletters, the school website, in Minder Binder, and Infinite Campus. Contact the school office at (909) 484-5100 for more information on how to become involved in your child's learning environment.

**Opportunities to Volunteer**

- Assist with Picture Day
- Attend Field Trips
- Campus Clubs
- Chaperone School Dances
- Club Food Fair Days
- Eighth Grade Party
- Facilitate the Vision & Hearing Screening
- Fundraising Incentives
- Help with Textbook Checkout
- Library Assistant
- Presidential Fitness Awards
- PTSA Activities
- Straight A Parties
- Assist with Fundraisers

**Committees**

- GATE Advisory Council
- Parent Liaison (attends District meetings)
- Parent Teacher Student Association
- School Site Council

**School Activities**

- 8th Grade Promotion Information Night
- After School Sports
- Athletic Events
- Awards Assemblies
- Awards Breakfasts
- Back to School Night
- Club Activities
- Dances
- GATE Parent Night
- Parent Conferences
- Parent University
- Sixth Grade Orientation
- Student Performances
- Warrior Pride Night

**Note: The above events were planned for the school year and will occur as Department of Public Health allows due to the ongoing COVID-19 pandemic.**

**School Facilities & Maintenance**

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Alta Loma Junior High School's original facilities were built in 1965; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority. In the

last 12 months, the following improvements have been completed:

**2020-21 Campus Improvement Projects:**

- Modernization projects completed
- Library renovation project
- Asphalt repairs

**2021-22 Campus Improvements in Progress:**

- Snack bar casework and counters
- Fence and gate repairs

Every morning before school begins, the custodian inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One day custodian and three evening custodians (one full time and two part time) are assigned to Alta Loma Junior High School. The day custodian is responsible for:

- Cafeteria setup/cleanup
- Restroom cleaning

Restrooms are checked throughout the day for cleanliness and subsequently cleaned as needed. The evening custodians are responsible for:

- Classroom cleaning
- Office area cleaning
- Restroom cleaning
- Event setup/cleanup

The principal communicates with custodial staff daily concerning maintenance and school safety issues.

Campus Description	
Year Built	1965
Acreage	20
Square Footage	81,297
	<b>Quantity</b>
Permanent Classrooms	41
Portable Classrooms	0
Restrooms (sets)	5
Gymnasium(s)	1
Multipurpose Room(s)	1
Amphitheater(s)	1
Fitness Center(s)	1
Library/Media Center(s)	1
Staff Room(s)	2
STEM Lab	1
Television Studio(s)	1

**Facilities Inspection**

The district's maintenance department inspects Alta Loma Junior High School on an annual basis in accordance with Education Code §17592.72(c)(1). Alta Loma Junior High School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on Wednesday, June 23, 2021. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year

2021-22, all restrooms were fully functional and available for student use at the time of the inspection.

School Facility Good Repair Status			
Most Recent Inspection: Wednesday, June 23, 2021			
Item Inspected	Repair Status		
	Good	Fair	Poor
A. Systems	✓		
B. Interior	✓		
C. Cleanliness	✓		
D. Electrical	✓		
E. Restrooms / Fountains		✓	
F. Safety	✓		
G. Structural	✓		
H. External	✓		

Repair Needed and Action Taken or Planned	
Section Number	Comment
(B)	Office, Principal's Office, Room 700 & Student Store - Stained ceiling tiles Nurse's Office - Paint over bulletin board; clean up supply air grill; cracked ceiling tile Assistant Principal's Office - Touch up paint around thermostat Workroom - Touch up paint around thermostat in hallway Room 303/302 Office - Replace ceiling tiles inside choral room MPR - Touch up paint/patches misc. areas Staff Lounge - Replace stained ceiling tiles
(D)	Room 403 Conference Room & Electrical - Missing cover plate outside the electrical room
(E)	Staff RR Unisex - Leaky spud and re-caulk toilet base Girls RR by Room 4 - Toilet #5 has leaky stop valve Men's RR by Room 3 - Tighten all sink faucets Girls Locker Room RR - First stall leaky vacuum breaker Gym Girls RR - ADA stall has a leaky vacuum breaker Womens' RR by Room 407 - Toilet has a leaky candle; 3rd stall leaky spud Womens' RR Front of MPR - Repair aerator hand wash; three of four toilets have vacuum breaker leaking Mens' RR Front of MPR - Repair aerator on hand wash sink; both vacuum breakers leaking
(H)	Boys Locker Room Office - Paint entry door Kitchen - Repair door closer Mens' RR Front of MPR - Adjust door closer

Overall Summary of School Facility Good Repair Status			
Exemplary	Good	Fair	Poor
	✓		

**Rating Description**

Good: The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or result from minor wear and tear, and/or are in the process of being mitigated.

**Campus Supervision**

School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. As students arrive on campus each morning, administrators, proctors,

and teachers patrol the campus, entrance areas, and designated common areas. Administrators and proctors monitor lunch time activity in the cafeteria and common student activity areas. At the end of the day when students are dismissed, administrators, proctors, and teachers monitor student behavior and ensure students either leave campus or travel to after-school activities in a safe and orderly manner.

Alta Loma Junior High School is a closed campus. During school hours, all visitors must sign in at the school's office with a valid state issued identification to be scanned through the Raptor security system and wear the printed identification sticker while on school grounds.

**School Site Safety Plan**

The Comprehensive School Site Safety Plan was developed for Alta Loma Junior High School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed, updated, and discussed with school staff in August 2021.

**Classroom Environment**

**Discipline & Climate for Learning**

Alta Loma Junior High School's discipline practices and behavior management strategies comply with approved board policies and are designed to create effective learning environments and minimize classroom disruptions. Progressive discipline and proactive measures are employed in the classroom for those students experiencing difficulty following school rules and demonstrating positive behavior. Disciplinary intervention is managed by school administrators in a fair, firm, and consistent manner based upon the nature of each situation.

Suspensions & Expulsions			
	18-19	19-20	20-21
	School		
% Students Suspended	2.4	2.4	0.2
% Students Expelled	0.0	0.0	0.0
	District		
% Students Suspended	1.0	0.8	0.1
% Students Expelled	0.0	0.0	0.0
	State		
% Students Suspended	3.5	2.5	0.2
% Students Expelled	0.8	0.1	0.0

Note: Data collected during the 2020-2021 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

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 other school years.

Suspensions and Expulsions by Student Group (2020-21)		
Student Group	Suspensions Rate	Expulsions Rate
All Students	0.2	0.0
Female	0.0	0.0
Male	0.3	0.0
Non-Binary	0.0	0.0
Amer. Indian or Alaska Native	0.0	0.0
Asian	0.0	0.0
Black or African-Amer.	0.0	0.0
Filipino	0.0	0.0
Hisp. or Latino	0.3	0.0
Native Hawaiian or Pacific Islander	0.0	0.0
Two or More Races	0.0	0.0
White	0.0	0.0
English Learners	0.0	0.0
Foster Youth	0.0	0.0
Homeless	0.0	0.0
Students Receiving Migrant Ed. Services	0.0	0.0
Socioeconomically Disadvantaged	0.5	0.0
Students with Disabilities	1.2	0.0

### Class Size

The Class Size Distribution table in this report illustrates the distribution of class sizes by subject area, the average class size, and the number of classes that contain 1-22 students, 23-32 students, and 33 or more students. Calculations exclude classrooms of 50 or more students.

Average Class Size and Class Size Distribution				
2018-19				
Subject	Avg. Class Size	Number of Classes		
		1-22	23-32	33+
English	27.0	4	17	4
Mathematics	25.0	7	18	3
Science	28.0	3	14	7
Social Science	28.0	3	15	6
2019-20				
Subject	Avg. Class Size	Number of Classes		
		1-22	23-32	33+
English	26.0	5	17	3
Mathematics	27.0	6	12	7
Science	27.0	4	19	1
Social Science	29.0	2	14	6
2020-21				
Subject	Avg. Class Size	Number of Classes		
		1-22	23-32	33+
English	25.0	5	18	2
Mathematics	25.0	6	16	4
Science	29.0	2	16	4
Social Science	29.0	2	18	2

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

## Pupil Engagement

### Chronic Absenteeism

The following chart identifies the chronic absenteeism rates by student group for Alta Loma Junior High School for the 2020-21 school year. A "chronic absentee" has

been defined in EC Section 60901(c)(1) as "a pupil who is absent on 10 percent or more of the school days in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays."

Chronic Absenteeism By Student Group (2020-21)				
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	660	652	20	3.1
Female	338	335	9	2.7
Male	322	317	11	3.5
Amer. Indian or Alaska Native	0	0	0	0.0
Asian	28	28	1	3.6
Black or African-Amer.	23	23	2	8.7
Filipino	10	10	0	0.0
Hisp. or Latino	353	350	12	3.4
Native Hawaiian or Pacific Islander	2	2	0	0.0
Two or More Races	35	35	1	2.9
White	204	199	4	2.0
English Learners	17	17	0	0.0
Foster Youth	3	2	1	50.0
Homeless	12	12	0	0.0
Students Receiving Migrant Ed. Services	0	0	0	0.0
Socioeconomically Disadvantaged	219	215	13	6.0
Students with Disabilities	82	79	9	11.4

## Curriculum & Instruction

### Staff Development

All training and curriculum development activities at Alta Loma Junior High School revolve around the California State Content Standards and Frameworks. During the 2020-21 school year, Alta Loma Junior High School held staff development training devoted to:

- Kagan Collaborative Structures
- Google Docs & Google Classroom
- Data Analysis and Action Planning
- Team Meetings
- Cross-Curricular Literacy
- Teaching Strategies to Address Engagement
- Data Based Questioning (DBQ)
- Minder Binders
- Collaborative Conversation/Academic Discourse
- Focused Notetaking
- Thinking Maps
- Math Literacy
- Study Sync Planning
- Interim Assessments, Pacing, Intervention Planning
- Amplified Science
- Equity/Cultural Awareness

Decisions concerning selection of staff development activities are performed by the principal using tools such as teacher input and data analysis to determine the areas

in which additional teacher training may enhance classroom instruction and increase student achievement levels. Alta Loma Junior High School supports ongoing professional growth throughout the year on minimum days. Teachers meet in both grade level and department level teams to conduct data analysis to identify areas of need. Teaching staff are provided the opportunity to participate in district-sponsored staff development workshops or training session as 1) a supplement to site-based staff development, 2) for reinforcement of or follow-up on previous training, or 3) follow-up training for newly implemented programs/curricula.

During the 2019-20, 2020-21, and 2021-22 school years, Alta Loma Junior High School's teachers had the opportunity to attend the following events hosted by the Alta Loma School District:

**2019-20 Trainings:**

- Kagan Training
- English Language Arts/English Language Development
- Positive Behavioral Interventions and Supports (PBIS)
- 21st Century Skills Development
- Technology Training
- STEM (Science, Technology, Engineering, Math)
- Document Based Questioning (DBQ)
- Write from the Beginning and Beyond
- Virtual Trainings

**2020-21 Trainings:**

- Docs, Slides and Beyond
- Google Classroom
- HMM Journeys Resources
- Pearson Realize (Math) Resources
- Infinite Campus
- Guided Reading
- Freckle Resources
- One on One Assessment in the Virtual World
- Online Teaching Strategies
- Zearn Set-Up and Recommendations

**2021-22 Trainings:**

- Amplify Training Refresh
- Cultural Proficiency
- How to Equitably Ignite Student Engagement with Student/Teacher Partnerships
- UBUNTU Teacher Equity Summit
- Technology Training (Google Apps for Education, Nearpod, Seesaw, Renaissance STAR, Lexia Core5, Imagine Learning, Freckle Ed)
- Next Generation Science Standards (NGSS)
- Guided Reading Training
- Thinking Maps
- Write from the Beginning
- Safely Reopening Schools

Alta Loma Junior High School offers support to new and veteran teachers through peer coaching and mentoring. Instructional aides are provided targeted training focused on teaching strategies and curriculum content. Substitute teachers are invited to participate in designated staff development activities. All staff are encouraged to attend

professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.

Number of School Days Dedicated to Staff Development and Continuous Improvement		
2019-20	2020-21	2021-22
2	3	4

**Instructional Materials**

All textbooks used in the core curriculum at Alta Loma Junior High School are aligned to the California Content Standards and Frameworks. Instructional materials are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. The district follows the State Board of Education's eight-year adoption cycle for core content materials (English/language arts, math, science, and social science).

On Wednesday, September 01, 2021, the Alta Loma School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution #09-01-21 (a) which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts.

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2021-22 school year, Alta Loma School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

Textbooks		
Adoption Year	Publisher & Series	Pupils Lacking Textbooks
<b>English Language Arts</b>		
2016	McGraw Hill, <i>Study Sync</i>	0 %
<b>History-Social Science</b>		
2018	Teachers' Curriculum Institute, <i>History Alive!</i>	0 %
<b>Mathematics</b>		
2015	Houghton Mifflin, <i>Larson Big Ideas</i>	0 %
2015	McGraw Hill, <i>Integrated Math 1</i>	0 %
2015	McGraw Hill, <i>Math Accelerated</i>	0 %
<b>Science</b>		
2020	Amplify Education, Inc., <i>Amplify Science</i>	0 %



## Professional Staff

### Counseling & Support Staff

Alta Loma Junior High School provides professional, highly qualified staff that provide additional services and support centered on the whole student academically, physically, and mentally. The Counseling and Support Services table in this report illustrates the availability of non-instructional support staff to Alta Loma Junior High School's students. Full-time equivalent (FTE) is a standard measurement used to identify an employee's regular work load on a weekly basis. For example, an FTE of 1.0 designates a full-time position and the employee is on campus and available all day every day of the week; an FTE of 0.5 indicates that the staff member is available and on campus a portion (50%) of the week.

Academic Counselors & Other Support Staff (Nonteaching Professional Staff) 2020-21		
	No. of Staff	FTE
Academic Counselor	0	0
Nurse	2	0.4
Bilingual Counselor	1	*
Counselor	1	1.0
Dean of Students	1	1.0
Library Clerk	1	0.5
Psychologist	1	0.5
Speech & Language Specialist	1	0.5

\* as needed

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

### Teacher Preparation and Placement

The charts below identify the number of teachers at Alta Loma Junior High School, Alta Loma School District and the State who are 1) fully credentialed; 2) intern credential holders who are properly assigned; 3) teachers without credentials and misassignments; and 4) credentialed teachers who are assigned out-of-field under ESSA.

The charts also report Alta Loma Junior High School information related to 1) the number of teachers on permits and waivers; 2) the number misassigned; 3) the number of vacant positions; 4) the number of credentialed teachers authorized on a permit or waiver; 5) the number of local assignment options; 6) the percent of misassignments for English Learners; and 7) the percent with no credential, permit or authorization to teach.

Teacher Preparation and Placement Authorization / Assignment (2020-21)	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	21.9	82.9	233.3	94.8	228366.1	83.1
Intern Credential Holders Properly Assigned	0.0	0.0	0.0	0.0	4205.9	1.5
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.6	9.8	3.6	1.5	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.1	0.6	2.7	1.1	12115.8	4.4
Unknown	1.7	6.6	6.4	2.6	18854.3	6.9
Total Teaching Positions	26.5	100.0	246.1	100.0	274759.1	100.0

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 to 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)	Number
Permits and Waivers	0.0
Misassignments	2.6
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	2.6

Credentialed Teachers Assigned Out-of-Field (Considered "out-of-field" under ESSA) / Indicator (2020-21)	Number
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assignment Options	0.1
Total Out-of-Field Teachers	0.1

Class Assignments / Indicator (2020-21)	Percent
Misassignments for English Learners (a percentage of all the classes with English Learners taught by teachers that are misassigned)	14.2
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0

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

## District Expenditures

### Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2019-20 salary comparison data was the most recent data available at the time this report was published.)

Teacher and Administrative Salaries 2019-20		
	District	State Average of Districts in Same Category
Beginning Teacher Salary	\$49,644	\$52,060
Mid-Range Teacher Salary	\$82,895	\$84,043
Highest Teacher Salary	\$110,602	\$107,043
Superintendent Salary	\$236,456	\$240,628
<b>Average Principal Salaries:</b>		
Elementary School	\$125,396	\$133,582
Middle School	\$131,570	\$138,803
High School	N/A	\$133,845
<b>Percentage of Budget:</b>		
Teacher Salaries	37%	35%
Administrative Salaries	6%	5%

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

### Expenditures Per Student

For the 2019-20 school year, Alta Loma School District spent an average of \$12,648 of total general funds to educate each student (based on 2019-20 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at [www.cde.ca.gov/ds/fd/ec/](http://www.cde.ca.gov/ds/fd/ec/) and [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/). (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

In addition to general fund state funding, Alta Loma School District receives state and federal categorical funding for special programs. For the 2019-20 school year, the district received categorical, special education, and support programs funds for:

- Education Protection Account
- Lottery: Instructional Materials
- Low Performing Students Block Grant
- On-Behalf Pension Contributions
- Special Education
- State COVID Relief Funding
- State Lottery
- Title I
- Title II
- Title III
- Title IV

Expenditures Per Pupil and School Site Teacher Salaries 2019-20					
	Dollars Spent per Student				
	School	District	% Diff. School & Dist.	% Diff. School & State	
				State	
Total**	\$8,001	N/A	N/A	N/A	N/A
Restricted	\$1,275	N/A	N/A	N/A	N/A
Unrestricted	\$6,727	\$8,447	79.63	\$8,444	79.66
Average Teacher Salary	\$84,883	\$86,889	97.69	\$85,863	98.86

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

## SARC Data

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Alta Loma Junior High School and comparisons of the school to the district and the county. DataQuest is a dynamic system that provides reports for school 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

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.

### Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the Alta Loma School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials section were acquired in October 2021. Data to prepare the school facilities section were acquired in November 2021.