Alta Loma School District
Alta Loma Junior High School

Grades 7 through 8
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2022-23 School Accountability Report Card
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Principal's Message

As the principal, I am honored to present the Annual School Accountability Report Card (SARC) for Alta Loma Junior High. Whether you are a student, parent, staff member, or a member of our community, the information within these pages is valuable for understanding our academic achievements, dedicated staff, curriculum, safety measures, classroom environment, and facility conditions. Our primary objective is to foster a warm and engaging environment where students actively participate in academic learning and embrace positive values. The curriculum, delivered by our committed professional staff, is standards-based and challenging. Continuous monitoring and evaluation of student progress allow us to refine our instructional approach, striving to maximize student achievement.

In compliance with Proposition 98, every California school is mandated to release an annual SARC. However, we see this not just as a statutory obligation but as an opportunity to showcase the accomplishments we take pride in. The report card aids in setting goals for future endeavors, playing a crucial role in assessing the effectiveness of our programs and instruction. This process begins with an annual self-assessment leading to the development of an action plan focused on continuous school improvement. Implementation involves staff development, enhanced instructional strategies, needs identification, and adjustments in our Response to Intervention program.

We are dedicated to integrating State Standards into our curriculum to prepare students for Career and College Readiness. Our rigorous expectations emphasize consistent involvement in complex thinking, analysis, and problem-solving. Instructional focus extends to critical thinking, creativity, communication, collaboration, and digital citizenship.

Our aim in sharing this information is to keep our community well-informed. We encourage open communication and welcome any suggestions, comments, or questions from our educational partners. We value the partnership with parents and the community in helping Alta Loma Junior High School students realize their potential. Parents play a critical role by supporting students at home, volunteering at the school, and participating in fundraisers and family events.

Let's continue to celebrate efforts and successes! Thank you for your ongoing 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 2022-23 school year, 634 students were enrolled, including 12.5% in special education, 2.7% qualifying for English Language Learner support, and 32.5% qualifying for free or reduced price lunch.

Student Enrollment by Student Group / Grade Level 2022-23			
Student Group	% of Total Enrollment	Grade Level	# of Students
Female	47.80%	Grade 7	322
Male	52.20%	Grade 8	312
Non-Binary	0.00%	Ungraded	0
Amer. Indian or Alaska Native	0.20%		
Asian	6.60%		
Black or African-Amer.	3.80%		
Filipino	1.30%		
Hisp. or Latino	51.40%		
Native Hawaiian or Pacific Islander	0.20%		
Two or More Races	4.60%		
White	31.90%		
English Learners	2.70%		
Foster Youth	0.50%		
Homeless	1.70%		
Students Receiving Migrant Ed. Services	0.00%		
Socioeconomically Disadvantaged	32.50%		
Students with Disabilities	12.50%		
		Total Enrollment	634

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 (PFT) for students in California schools is the FITNESSGRAM. The main goal of the test is to help students in starting life-long habits of regular physical activity.

The FITNESSGRAM has six parts, though California currently requires five parts be completed annually, that show a level of fitness that offer a degree of defense against diseases that come from inactivity. The test results can be used by students, teachers, and parents. Comparative District and state results can be found at the CDE's web site www.cde.ca.gov/ta/tg/pf.

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2022-23					
Grade	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
7	97%	82%	83%	81%	83%

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

In the administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas.

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/.

CAASPP Test Results in ELA and Mathematics - All Students						
	Percent of Students Meeting or Exceeding State Standards					
	School		District		State	
	21-22	22-23	21-22	22-23	21-22	22-23
English-Language Arts/Literacy (grades 3-8 and 11)	70.0	69.0	67.0	67.0	47.0	46.0
Mathematics (grades 3-8 and 11)	39.0	39.0	50.0	52.0	33.0	34.0

Note: Double dashes (--) appear in the table when the number of students is ten or fewer, 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.

CAASPP Test Results in ELA by Student Group (2022-23)

Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	Percent Met or Exceeded
All Students	634	607	95.74	4.26	69.03
Female	301	291	96.68	3.32	73.20
Male	333	316	94.89	5.11	65.19
Amer. Indian or Alaska Native	--	--	--	--	--
Asian	43	42	97.67	2.33	85.71
Black or African-Amer.	23	22	95.65	4.35	54.55
Filipino	--	--	--	--	--
Hisp. or Latino	326	314	96.32	3.68	64.97
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	31	29	93.55	6.45	79.31
White	199	188	94.47	5.53	71.81
English Learners	20	19	95.00	5.00	42.11
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Students Receiving Migrant Ed. Services	0	0	0	0	0
Socioeconomically Disadvantaged	221	206	93.21	6.79	56.31
Students with Disabilities	75	62	82.67	17.33	19.35

CAASPP Test Results in Mathematics by Student Group (2022-23)

Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	Percent Met or Exceeded
All Students	634	607	95.74	4.26	39.21
Female	301	292	97.01	2.99	38.01
Male	333	315	94.59	5.41	40.32
Amer. Indian or Alaska Native	--	--	--	--	--
Asian	43	43	100.00	0.00	72.09
Black or African-Amer.	23	22	95.65	4.35	27.27
Filipino	--	--	--	--	--
Hisp. or Latino	326	312	95.71	4.29	33.65
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	31	29	93.55	6.45	48.28
White	199	189	94.97	5.03	39.68
English Learners	20	20	100.00	0.00	25.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Students Receiving Migrant Ed. Services	0	0	0	0	0
Socioeconomically Disadvantaged	221	208	94.12	5.88	27.40
Students with Disabilities	75	62	82.67	17.33	4.84

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 fewer, 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

	Percent of Students Meeting or Exceeding State Standards					
	School		District		State	
	21-22	22-23	21-22	22-23	21-22	22-23
Science (grades 5, 8, and 10)	32.6	43.5	39.5	46.8	29.5	30.3

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

Science test results include the CAST and the CAA for Science. 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 CAA for Science divided by the total number of students who participated in a science assessment.

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 receive scores.

CAASPP Test Results in Science by Student Group (2022-23)

Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	Percent Met or Exceeded
All Students	316	306	96.84	3.16	43.46
Female	156	151	96.79	3.21	42.38
Male	160	155	96.88	3.12	44.52
Amer. Indian or Alaska Native	--	--	--	--	--
Asian	22	22	100.00	0.00	72.73
Black or African-Amer.	12	11	91.67	8.33	27.27
Filipino	--	--	--	--	--
Hisp. or Latino	167	162	97.01	2.99	38.27
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	15	13	86.67	13.33	61.54
White	94	92	97.87	2.13	44.57
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Students Receiving Migrant Ed. Services	0	0	0	0	0
Socioeconomically Disadvantaged	107	101	94.39	5.61	34.65
Students with Disabilities	35	30	85.71	14.29	20.00

Note: Double dashes (--) appear in the table when the number of students is ten or fewer, 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
District English Language Advisory Committee (DELAC)
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

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:

2022-23 Campus Improvements:
• Camera upgrades
• Field renovation

2023-24 Planned Campus Improvements:
• Camera upgrades
• Field renovation

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
	Quantity
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
Wellness Center	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 Monday, July 24, 2023. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2023-24, all restrooms were fully functional and available for student use at the time of the inspection.

School Facility Good Repair Status Most Recent Inspection: Monday, July 24, 2023			
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, Room 4, Boys Locker Room Office RR - Stained ceiling tiles
	Girls Locker Room RR - Patch doors
(E)	Nurse Office Restroom - Leaky cap on sloan valve
	Girls RR by Room 4 - Leaky spud
	Girls Locker Room RR - Leaky spud first toilet
	Womens RR Front of MPR - Third toilet has leaky spud
	Mens RR Front of MPR - Replace aerator on right sink

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 January 2024.

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			
	20-21	21-22	22-23
	School		
% Students Suspended	0.2	3.8	3.3
% Students Expelled	0.0	0.7	0.0
	District		
% Students Suspended	0.1	1.6	1.7
% Students Expelled	0.0	0.1	0.0
	State		
% Students Suspended	2.5	3.2	3.6
% Students Expelled	0.1	0.1	0.1

Suspensions and Expulsions by Student Group (2022-23)		
Student Group	Suspensions Rate	Expulsions Rate
All Students	3.3	0.0
Female	2.8	0.0
Male	3.8	0.0
Non-Binary	0.0	0.0
Amer. Indian or Alaska Native	0.0	0.0
Asian	2.3	0.0
Black or African-Amer.	8.3	0.0
Filipino	0.0	0.0
Hisp. or Latino	2.3	0.0
Native Hawaiian or Pacific Islander	0.0	0.0
Two or More Races	3.2	0.0
White	3.8	0.0
English Learners	0.0	0.0
Foster Youth	0.0	0.0
Homeless	9.1	0.0
Students Receiving Migrant Ed. Services	0.0	0.0
Socioeconomically Disadvantaged	5.1	0.0
Students with Disabilities	1.1	0.0

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

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				
	2020-21			
	Avg. Class Size	Number of Classes		
Subject		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
	2021-22			
	Avg. Class Size	Number of Classes		
Subject		1-22	23-32	33+
English	25.0	5	19	1
Mathematics	23.0	8	18	2
Science	28.0	2	15	5
Social Science	28.0	2	19	1
	2022-23			
	Avg. Class Size	Number of Classes		
Subject		1-22	23-32	33+
English	25.0	5	20	
Mathematics	25.0	6	19	1
Science	33.0	2	15	5
Social Science	28.0	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 2022-23 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 (2022-23)				
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	664	651	134	20.6
Female	321	311	66	21.2
Male	343	340	68	20.0
Amer. Indian or Alaska Native	1	1	0	0.0
Asian	43	43	2	4.7
Black or African-Amer.	24	24	4	16.7
Filipino	9	9	1	11.1
Hisp. or Latino	344	336	80	23.8
Native Hawaiian or Pacific Islander	2	2	2	100.0
Two or More Races	31	30	5	16.7
White	209	205	40	19.5
English Learners	21	20	5	25.0
Foster Youth	5	4	2	50.0
Homeless	11	11	7	63.6
Students Receiving Migrant Ed. Services	0	0	0	0.0
Socioeconomically Disadvantaged	237	231	68	29.4
Students with Disabilities	91	88	35	39.8

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

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 2022-23 school year, Alta Loma Junior High School held staff development training devoted to:

• Google Docs & Google Classroom
• Data Analysis and Action Planning
• Team Meetings
• Cross-Curricular Literacy
• Teaching Strategies to Address Engagement
• Math Literacy
• Interim Assessments, Pacing, Intervention Planning
• Equity/Cultural Awareness
• i-Ready Program Training
• IRAP Training (Investigative Risk Assessment Process)

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 sessions 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 2021-22, 2022-23, and 2023-24 school years, Alta Loma Junior High School's teachers had the opportunity to attend the following events hosted by the Alta Loma School District:

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, Freckles Ed)
• Next Generation Science Standards (NGSS)
• Guided Reading Training
• Thinking Maps
• Write from the Beginning
• Safely Reopening Schools

2022-23 Trainings:
• Studies Weekly Training
• i-Ready Training
• Amplify Refresh
• Cultural Proficiency - Equity Trainings
• Guided Reading and Writing Trainings
• Thinking Maps
• Write from the Beginning
• Small Group Instruction Training

2023-24 Trainings:
• i-Ready Training
• Amplify Refresh
• Study Sync Training
• Safety Training
• DBW Training
• Thinking Maps (Supplemental Offering)
• Write from the Beginning (Supplemental Offering)
• Small Group Instruction Training (Supplemental Offering)

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		
2021-22	2022-23	2023-24
4	9	9

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 06, 2023, 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 #09-06-23 (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 2023-24 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
English Language Arts		
2016	McGraw Hill, *Study Sync*	0 %
History-Social Science		
2018	Teachers' Curriculum Institute, *History Alive!*	0 %
Mathematics		
2023	Cengage/National Geographic, *Big Ideas Math*	0 %
2015	McGraw Hill, *Integrated Math 1*	0 %
Science		
2020	Amplify Education, Inc., *Amplify Science*	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) 2022-23		
	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 (2021-22)	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	24.7	91.1	226.3	94.2	234405.2	84.0
Intern Credential Holders Properly Assigned	0.0	0.0	0.0	0.0	4853.0	1.7
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.0	0.0	0.0	0.0	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.8	6.6	5.4	2.3	11953.1	4.3
Unknown	0.6	2.2	8.6	3.6	15831.9	5.7
Total Teaching Positions	27.1	100.0	240.4	100.0	279044.8	100.0

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 memeber 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 in authorized to provide to students.

Teachers Without Credentials and Misassignments (Considered "ineffective" under ESSA) Authorization/Assignment (2021-22)	Number
Permits and Waivers	0.0
Misassignments	0.0
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	0.0

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 (2021-22)	Number
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assigment Options	1.8
Total Out-of-Field Teachers	1.8

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 Assigment Options	0.1
Total Out-of-Field Teachers	0.1

Class Assignments / Indicator (2021-22)	Percent
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)	0.0

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: 2021-22 salary comparison data was the most recent data available at the time this report was published.)

Teacher and Administrative Salaries 2021-22		
	District	State Average of Districts in Same Category
Beginning Teacher Salary	$52,662	$54,215
Mid-Range Teacher Salary	$87,935	$86,843
Highest Teacher Salary	$117,327	$111,440
Superintendent Salary	$246,736	$252,466
Average Principal Salaries:		
Elementary School	$146,120	$140,851
Middle School	$146,120	$147,065
High School	N/A	$142,189
Percentage of Budget:		
Teacher Salaries	32.95%	33.16%
Administrative Salaries	6.16%	5.15%

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 2021-22 school year, Alta Loma School District spent an average of $13,413 of total general funds to educate each student (based on 2021-22 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/ and 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 2021-22 school year, the district received categorical, special education, and support programs funds for:

• Child Nutrition: Food Service Staff Training Funds
• Child Nutrition: Kitchen Infrastructure Upgrade Funds
• COVID Relief Funding
• Education Protection Account
• Educator Effectiveness
• Expanded Learning Opportunities Program
• Lottery: Instructional Materials
• Mental Health-Related Services
• On-Behalf Pension Contributions
• Other Local: Locally defined
• Special Education
• Special Education Early Intervention Preschool Grant
• State COVID Relief Funding
• State Lottery
• Title I
• Title II
• Title III
• Title IV

Expenditures Per Pupil and School Site Teacher Salaries 2021-22					
	Dollars Spent per Student				
	School	District	% Diff. School & Dist.	State	% Diff. School & State
Total**	$8,487	N/A	N/A	N/A	N/A
Restricted	$1,222	N/A	N/A	N/A	N/A
Unrestricted	$7,265	$10,747	67.61	$7,607	95.51
Average Teacher Salary	$89,953	$92,663	97.08	$89,574	100.42

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 and school facilities sections were acquired in November 2023.