Joseph A. Gregori 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/fg/aa/lc/.
	- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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	Joseph A. Gregori High School
Street	3701 Pirrone Road
City, State, Zip	Modesto, CA, 95356
Phone Number	(209) 574-1738
Principal	Phillip Jaramillo
Email Address	Jaramillo.P@monet.k12.ca.us
School Website	gregori.mcs4kids.com
County-District-School (CDS) Code	50711750121129

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

Joseph A. Gregori High school opened on August 11, 2010 as the seventh high school in Modesto City Schools. The school's attendance boundaries encompass the northwest part of the school district. Gregori High School's primary feeder schools are Salida Middle School and Prescott Senior Elementary. Both of these junior highs are in different school districts, this leads to most of the students coming from outside feeder schools. Gregori High School reflects the socioeconomic and ethnic diversity of the city of Modesto and the town of Salida. Our school is unique for several reasons. All students and staff are divided into Small Learning Communities (SLC), and students attend classes in a modified block schedule. We have a full complement of boys and girls athletic teams, which are consistently competitive in the strong CCAL; our athletic programs have earned multiple awards for excellence. Gregori High School is a great place for students to pursue their high school education. In 2015, Gregori High was recognized as a Gold Ribbon School by the California Department of Education. For the last three years Gregori earned the Silver School Award from in the US News World Report ranking; this is mostly due to the fact of a high number of students being prepared to attend a 4 year University, and a high number of students taking Advanced Placement (AP) classes. Students have a wide variety of options, along with a caring and committed staff to support them in their ongoing pursuit of Achievement, Loyalty and Integrity. Our Mission statement is as follows: Joseph A. Gregori High School provides a safe, collaborative learning community that engages and supports all students to succeed as lifelong learners.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	600
Grade 10	544
Grade 11	664
Grade 12	524
Total Enrollment	2,332

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.8%
Male	51.1%
American Indian or Alaska Native	0.3%
Asian	7.7%
Black or African American	2.8%
Filipino	1.4%
Hispanic or Latino	56.6%
Native Hawaiian or Pacific Islander	0.5%
Two or More Races	5.8%
White	22.6%
English Learners	10.2%
Foster Youth	0.4%
Homeless	0.2%
Migrant	0.9%
Socioeconomically Disadvantaged	56.4%
Students with Disabilities	10.6%

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)	74.40	86.88	557.20	83.87	228366.10	83.12
Intern Credential Holders Properly Assigned	1.00	1.17	11.80	1.78	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.50	1.75	19.40	2.92	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	5.00	5.87	51.40	7.74	12115.80	4.41
Unknown	3.70	4.33	24.40	3.69	18854.30	6.86
Total Teaching Positions	85.70	100.00	664.40	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)	80.80	86.73	562.90	81.48	234405.20	84.00
Intern Credential Holders Properly Assigned	1.80	1.93	14.50	2.11	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.60	1.79	29.50	4.28	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	4.80	5.24	52.70	7.63	11953.10	4.28
Unknown	4.00	4.29	31.00	4.50	15831.90	5.67
Total Teaching Positions	93.10	100.00	690.90	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	1.00	0.00
Misassignments	0.50	1.60
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	1.50	1.60

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.

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	5.00	4.80
Total Out-of-Field Teachers	5.00	4.80

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)	0.6	2.6
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	2.1	0.7

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

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent	Percent Students Lacking Own

		Adoption?	Assigned Copy
Reading/Language Arts	AP English Language and Composition: The Language of Composition, Reading, Writing, Rhetoric, 3rd Edition, Shea, Scanlon - Publisher, Bedford, Freedom & Worth AP English Literature and Composition: The Bedford Introduction to Literature, 2020 Expository Reading and Writing Course (ERWC 3.0): The Expository Reading and Writing Course Modules, 2020 IB Prep English 9: Classics of Literature, Harcourt, Brace, Jovanovich Publishing Co., 1994 IB Prep English 10: Classics of World Literature, Harcourt, Brace, Jovanovich Publishing Co., 1994 IBHL English 9: The Norton Anthology of American Literature, 1994 IBHL English 10: The Norton Anthology of English Literature, 1994 Read 180: Scholastic rBook, Stage C Next Generation; Scholastic Next Generation (paperback and audio) Book Collection; Scholastic Topic Software, Next Generation, 2021 StudySync, 2017 Designated ELD Course: Edge, Cengage, National Geographic, 2018	Yes	0
Mathematics	AP Calculus AB/BC: Calculus for AP, 1st Edition, Cengage Learning, 2021 AP Statistics: Stats: Modeling the World, 5th Edition, Addison Wesley, 2021 Financial Math: Foundations in Personal Finance, 3 Edition - Ramsey Solution, Ramsey Solutions, 2021 Finite Math: Thinking Mathematically, 7th edition, Pearson, 2019 IBSL Math Applications and Interpretations I: Mathematics Applications and Interpretation for the IB Diploma - Standard Level, Pearson, 2019 IBHL Math Applications and Interpretations II: Mathematics Applications and Interpretation for the IB Diploma - Higher Level, Pearson, 2019 IBSL Math Analysis and Approaches I: Mathematics Analysis and Approaches for the IB Diploma - Standard Level, Pearson, 2019 IBHL Math Analysis and Approaches II: Mathematics Analysis and Approaches for the IB Diploma - Higher Level, Pearson, 2019	Yes	0

	Math for the Trades: Mathematics for the Trades, SAVVAS Learning Co., 2021		
	Pre-Calculus/Pre-AP Pre-Calculus: Pre-Calculus, 6th Edition, SAVVAS Learning Co., 2021		
	Algebra I/Honors Algebra 1/IB Prep Algebra: enVision Algebra 1, Savvas Learning, 2020		
	Geometry/Honors Geometry/IB Prep Geometry: enVision Geometry, Savvas Learning, 2020		
	Algebra 2/Honors Algebra 2: enVision Algebra 2, Savvas Learning, 2020		
	Statistics: Using Statistics, Wesley, 1987; Discrete Mathematics, Heath, 1988		
	Quantitative Reasoning: Using & Understanding Mathematics: A Quantitative Reasoning Approach, SAVVAS Learning Co., 2021		
Science	AP Biology/IB/IHL/SL/Science & Ethics of Biotechnology: Campbell Biology in Focus AP Edition, 3rd Edition, SAVVAS Learning Co., 2021	Yes	0
	CP Biology, Science Techbook California, The Living Earth, Discovery Science, 2020		
	Chemistry & Chemical Reactivity, AP Edition, 10th Edition, by Kotz, Treichel, & Townsend, 2018		
	AP Environmental Sci: Environmental Science for the AP Course 3rd Edition, Andrew Friedland, Rick Relyea, Elizabeth Jones and Elisa McCracken, Bedford, Freeman & Worth, 2020		
	AP Physics: College Physics: A strategic Approach AP Edition, SAVVAS Learning Co., 2021		
	Chemistry in the Earth Systems, Honors Chemistry in the Earth System, & Applied Chemistry & Biotechnology: CA Inspire Chemistry, McGraw-Hill, 2021		
	Chemistry/CP Chemistry/Pre-AP Chemistry/Pre- IB, & Chemistry: CA Inspire Chemistry, McGraw-Hill, 2021		
	Human Anatomy & Physiology: Essentials of Human Anatomy and Physiology, SAVVAS 12th Edition 2018		
	Forensics/Biotech: Biology, California Edition, McDougal Littell, 2008; Biotech: A Science for the New Millennium, Paradigm, 2007; Forensic Science for High School, Kendall Hunt, 2006		
	Pre-AP/ Pre-IB Physics/ Engineering Essentials/Honors Physics in the Universe/ Physics: CA Inspire Physics, McGraw-Hill, 2021		

	IBSL Chemistry: Oxford IB Diploma Programme 2014 Edition Companion, Bylikan, Horner, Murphy, Tracy, 2016		
	Integrated Biotechnology 3: Biotechnology: Science for the New Millenium, EMC Paradigm Publishers, 2006		
	Introduction to Physical Science: Inspire Physical Science with Earth Science, McGraw-Hill, 2021		
	Pre-AP Biology: Miller & Levine Experience Biology, The Living Earth, SAVVAS 2020		
	ROP Biotechnology 4: Asking Questions in Biology: A Guide to Hypothesis, Daugherty, 2007; Biotechnology: A Science for the New Millennium, EMC Paradigm, 2006		
History-Social Science	Western Civilization Since 1300, AP Edition, Cengage, 2019	Yes	0
	AP Govt and Politics US: American Government, AP Version, 2006; Economics: Principles in Action, CA Edition, Prentice Hall, 2007		
	AP Human Geography: BFW: Human Geography for the AP Course, 1st Edition,2021		
	AP Psychology: BFW: Thinking About Psychology: The Science of Mind and Behavior, Fourth Edition,2019		
	AP US History, American History, AP Edition, McGraw-Hill, 2017		
	CP US Govt Econ: Magruder's American Government, Prentice Hall, 2007; Economics: Principles in Action, CA Edition, Prentice Hall, 2007		
	CP US History: The Americans: Reconstruction to the 21st Century, McDougal Littell, 2006		
	IB 1-2 Theory of Knowledge: Man is the Measure, Reuben Abel, 1994; Persons and Their World, Jeffrey Olen, 1994		
	IB Prep History: History of Latin America, Houghton Mifflin, 2003; Enduring Vision, Houghton Mifflin, 2003; Data Base Questions, Houghton Mifflin, 2000; Dynamics of Democracy, Atomic Dog Publishing, 2006		
	IBHL History 1-2: Enduring Vision, Houghton Mifflin, 2003; Data Base Questions, Houghton Mifflin, 2000; History of Latin America, Houghton Mifflin, 2003; Access to History: Civil Rights and Social Movement, Sanders, Hodder Education, 2016		
	IBHL 1-2 Psychology: InThinking Psychology, Crane, 2019		
	Gross, 1994; Theme, Issues, and Debates in Psychology, R. Gross, 1995		
	Psychology: Understanding Psychology, Glencoe, 2003		
	World History: Man is the Measure, Prentice Hall, 2007		

	World Religion/Geo: IL Encyclopedia of World Religions, Usborne Publishing, 2001; World Studies: Foundations of Geography, Prentice Hall, 2006		
Foreign Language	American Sign Language I: A Basic Course in American Sign Language, TJ Publishers American Sign Language II: Signing Naturally Series, Dawn Sign Press AP Spanish Lang: Abriendo Paso Lectura, Pearson, 2007; Abriendo Paso Gramatica, Pearson, 2007; AP Spanish: Preparing for the Language Exam, Prentice Hall, 2008; Una Vez Mas, 2007; Repaso, McGraw Hill, 2007 AP Spanish Lang for Spanish Speakers 5: Temas: AP Spanish Language and Culture, Vista Higher Learning, 2021; AP Spanish Language & Culture Exam Preparation, Vista Higher Learning, 2021; Abriendo Puertas: Ampliando perspectivas, McDougal Littell AP Spanish Lit for Spanish Speakers 6: Abriendo puertas: Ampliando perspectivas, Houghton Mifflin AP Spanish Literature: Reflexiones, Vista Higher Learning, 2021 French I/ IB Prep French I: D'accord! 1, Vista Higher Learning, 2021 French II/ IB Prep French II: D'accord! 2, Vista Higher Learning, 2021 French III/ French IV / IB Prep French III: D'accord! 3, Vista Higher Learning, 2021 French IBSL: Le Monde, Cambridge University Press, 2021 IB Prep Spanish I/Spanish I: Senderos 1: Spanish for a Connected World, Vista Higher Learning, 2021 IB Prep Spanish II/Spanish II: Senderos 2: Spanish for a Connected World, Vista Higher Learning, 2021 IB Prep Spanish III/Spanish III: Senderos 3: Spanish for a Connected World, Vista Higher Learning, 2021 IBHL 1, 2 Spanish: Espanol B for the IB Diploma Student Workbook, Ib Source INC., 2021; Temas para Espanol B, Vista Higher Learning, 2021 Spanish IV: Senderos 4: Spanish for a Connected World, Vista Higher Learning, 2021. Spanish for Spanish Speakers 3: Galeria 1, Vista Higher Learning, 2021	Yes	0

	Spanish for Spanish Speakers 4: Galeria 2, Vista Higher Learning, 2021		
Health	Health/Health Parallel: Essential Health Skills, Goodheart-Willcox, 2021 Human Sexuality to Accompany Essential Health Skills, Goodheart-Willcox, 2021	Yes	0
Visual and Performing Arts	AP Studio Art: Brommer, Gerald. Drawing: Ideas, Materials and Techniques, rev. Ed., George F. Horn, ed., text edition. Worcester, Mass.: Davis Publications, 1978. Brommer, Gerald and Gatto, Joseph A. Careers in Art: Davis Art Education Materials Art: Art in Focus: Aesthetics, Criticism, History, Studio, Gene A. Mittler, Ph.D., Glencoe/McGraw-Hill, 1994 ArtTalk, Ragans, Glencoe/McGraw-Hill, 1988 Exploring Visual Design, second edition, Joseph Gatto, Albert Porter and Jack Selleck, Davis Publications Inc Discovering Art History, second edition, Gerald Brommer, Davis Publications Inc Careers in Art, Gerald Brommer and Joseph Gatto Ceramics: Sapiro, Maurice. Clay: Handbuilding. Worcester, Mass.: Davis Publications, Inc. Hofsted, Jolyon. Step-By-Step Ceramics. New York: Western Publishing Co. Williams, Arthur. Sculpture. Davis Art Education Materials Nigrosh, Leon. Claywork. Davis Art Education Materials Brommer, Gerald and Gatto, Joseph A. Careers In Art. Davis Art Education Materials Advanced Ceramics:Claywork – Form and Idea in Ceramic Design by Leon I. Nigrosh The Complete Potter's Companion by Tony Birks Sculpture by Arthur Williams, Davis Art Education Materials Careers in Art by Gerald Brommer and Joseph A. Gatto, Davis Art Education Materials Sculptural Design: Kicklighter, Clois E. and Ronald J. Baird. Crafts. Includes Instructor's Guide and Answer Key. South Holland, Il.: Goodheart-Willcox, 1986. Sprintzer, Alice. Crafts: Contemporary Design and Technique. Worcester, Mass.: Davis Publications, Inc Band: Foundations For Superior Performance, Richard Williams and Jeff King, Neil A. Kjos Music Company Publisher Treasury of Scales, Smith, Leonard B., Melville, NY, Belwin Mills, Pub. Exercises for Ensemble Drilll, Fussell, Raymond, Melville, NY, Schmidt, Hall and McCreary Division of Belwin Mills, Pub. Beginning Band: Tune A Day Best In Class, Kjos First Division, Belwin-Mills	Yes	0

Guitar: Jerry Snyders Basic Instructor Guitar, Vol. 1, Belwin Mills
H.O.T. Hands On Training, Nancy Marsters, pub. Nancy Lee Marsters

Jazz Band: Standards of Excellend Jazz Ensemble Method, Dean Sorenson and Bruce Pearson, Neil A. Kjos Music Company
Jazz Beginnings, John Rinaldo, J & J Publishers

Music of the 20th Century: A Century of Pop (100 Years of Music that Changed the World – Octopus Publishing Group Ltd.
Audio Made Easy, Ira White (paperback)

Orchestra:Essentials for String, Gerald Anderson, Neil A. Kjos

Piano: Bastien Piano for Adults, Jane Smisor Bastien, Lisa Bastien, & Lori Bastien
The Older Beginner Piano Course, Bastien, Kjos
Musician For the Older Beginner, Bastien, Kjos
Alfred's Basic Adult Piano Course, Alfred Pub.
Alfred's Basic Adult Piano Theory Book, Alfred Pub.
Winning Rhythms, Ayola, Pub. Kjos

Choir: Melodia Sight Singing Book 1, Cole Lewis, Presser
Successful Sight Singing, Kjos
Winning Rhythms, Ayola, Kjos
Five Centuries of Choral Music, G. Schirmer
Advanced Treble Clef Choir:
Successful Sight Singing Book 2, Pub. Kjos
The A Cappella Singer, Clough-Leighter, Pub. Schirmer

Intermediate Treble Clef Choir 1-8: Melodia Sight Singing Book 1, Cole/Lewis, Pub. Presser
Successful Sight Singing, Telfer, Pub. Kjos
Sing Legato, Jennings, Pub. Kjos

Concert Choir: Melodia Sight Singing Book 2, Cole/Lewis, Pub. Presser
The Acapella Singer, Clough/Leighter, Pub. Schirmer
Five Centuries of Choral Music Book 2, Pub. Schirmer

History and Art of Floral Design: Floriculture Designing & Merchandising, Griner, Charles, Delmar Publishers, 2011
Floriculture Designing & Merchandising eBook access, Griner, Charles, Delmar Publishers, 2011
The Art of Floral Design eBook 4-Year Access, Hunter, Cengage Learning, 2013
Bundle: The Art of Floral Design, + Floral Design CourseMate with eBook (1-Year) Printed Access Card

Floral Design II:The Art of Floral Design, Norah Hunter, Delmar Publishers, 2013
The Art of Floral Design eBook 4-year access, Norah Hunter, Delmar Publishers, 2013
Fresh Flowers, The John Henry Company,

Photography: Essentials of Photography, Revised Edition, Paul W. Hayes and Scott M. Worton, Glencoe: Macmillan/McGraw-Hill, 1985

| | Exploring Photography, Third Edition, Richard J. Walker and Robert E. Walker, The Goodheart-Wilcox Company, Inc., 1991
Photography in Focus, Fourth Edition, Mark Jacobs and Ken Kokrda, National Textbook Company, 1990

Advanced Photography: Essentials of Photography, Revised Edition, Paul W. Hayes and Scott M. Worton, Glencoe: Macmillan/McGraw-Hill, 1985
Exploring Photography, Third Edition, Richard J. Walker and Robert E. Walker, The Goodheart-Wilcox Company, Inc., 1991
Photography in Focus, Fourth Edition, Mark Jacobs and Ken Kokrda, National Textbook Company, 1990 | | |

School Facility Conditions and Planned Improvements

The district takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are included within this report. The results of this survey are available at the district office and on the internet at mcs4kids.com.

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.

Gregori High School's facilities are maintained at a high level by site and district staff. No new construction or projects are planned at this time. As Gregori transitions from distance learning to on site instruction, the school facilities will be deeply cleaned on a regular basis and sanitization stations spread around campus to help keep students and staff safe.

Age of School/Buildings:
This school has classrooms, laboratories, a cafeteria/multipurpose room, gym, locker rooms, library, book-room, Career Center, reference room, a stadium and an administration office. The main campus was built in 2010. The school opened in 2010.

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	7/10/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer			X	:
Interior: Interior Surfaces	X			BOYS LOCKER RM: Missing and damaged locker doors C210: Stained ceiling tile in outside stairwell by C210 C214: Stained ceiling tile C215: Stained ceiling tile C218: Stained ceiling tile K102: Loose cove base, Damaged cabinet WEIGHT RM: Missing ceiling tiles

School Facility Conditions and Planned Improvements

Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			K105: Unsecured items stored too high L104: Unsecured items stored too high, Bad exit light in hall outside of L104
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials			X	M102: Blocked fire extinguisher N101: Excessive artwork/ paper on walls N204: Excessive artwork/ paper on walls, Non-fire rated furniture N205: Items hanging from ceiling N215: Excessive artwork/ paper on walls
Structural: Structural Damage, Roofs	X			
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)	54	54	42	43	47	46
Mathematics (grades 3-8 and 11)	24	26	16	17	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	657	636	96.80	3.20	54.25
Female	299	289	96.66	3.34	59.52
Male	358	347	96.93	3.07	49.86
American Indian or Alaska Native	--	--	--	--	--
Asian	44	43	97.73	2.27	76.74
Black or African American	19	18	94.74	5.26	50.00
Filipino	--	--	--	--	--
Hispanic or Latino	386	378	97.93	2.07	48.15
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	45	40	88.89	11.11	57.50
White	151	145	96.03	3.97	60.00
English Learners	59	58	98.31	1.69	8.62
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	390	379	97.18	2.82	47.23
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	71	67	94.37	5.63	7.46

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	658	636	96.66	3.34	25.94
Female	299	289	96.66	3.34	24.22
Male	359	347	96.66	3.34	27.38
American Indian or Alaska Native	--	--	--	--	--
Asian	44	43	97.73	2.27	51.16
Black or African American	19	18	94.74	5.26	38.89
Filipino	--	--	--	--	--
Hispanic or Latino	387	377	97.42	2.58	15.65
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	45	41	91.11	8.89	26.83
White	151	145	96.03	3.97	41.38
English Learners	60	58	96.67	3.33	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	391	379	96.93	3.07	17.94
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	71	68	95.77	4.23	0.00

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)	17.61	28.10	18.97	21.41	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	1112	1070	96.22	3.78	28.32
Female	529	513	96.98	3.02	25.54
Male	582	556	95.53	4.47	30.76
American Indian or Alaska Native	--	--	--	--	--
Asian	88	86	97.73	2.27	54.65
Black or African American	28	26	92.86	7.14	30.77
Filipino	15	15	100.00	0.00	60.00
Hispanic or Latino	610	586	96.07	3.93	17.58
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	95	87	91.58	8.42	35.63
White	270	265	98.15	1.85	38.87
English Learners	103	99	96.12	3.88	1.01
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	637	613	96.23	3.77	20.88
Students Receiving Migrant Education Services	11	11	100.00	0.00	18.18
Students with Disabilities	97	87	89.69	10.31	8.05

2022-23 Career Technical Education Programs

Today's CTE programs are rigorous and relevant programs that combine academic knowledge with technical skills and application of learning in hands-on, real-life contexts to equip students with viable skills for today's increasingly complex workforce. Modesto City Schools operates over 60 CTE programs spread across seven traditional and one alternative high school locations. These programs provide workplace preparation to our high school students, including several programs specifically designed to provide training to students with special needs, as well as workforce training for adults in the community. CTE programs reflect the instructional and learning design of Common Core: problem or project-based learning, development of critical thinking and problem-solving skills, teaming/collaboration and increased awareness of the expectations of business, industry, and the workplace.

State and national data indicate that students taking a CTE sequence perform better on assessments, graduate at higher rates, and are more successful in both college and the job market. CTE program data is monitored for enrollment trends, participation and completion rates, and performance on Carl D. Perkins grant core indicators. This data is reviewed annually with a wide array of stakeholders at a District CTE Advisory meeting, who give input on program effectiveness and development.

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1059
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	48.6
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	98.97
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	44.91

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

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 9	88.80%	91.10%	93.50%	92.60%	92.10%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

Gregori High School will involve parents, in an organized, ongoing, and timely manner, in the planning, review, and improvement of programs, including the planning, review, and improvement of the school parental involvement policy and the joint development of the school-wide program plan, through the Parent Involvement & Engagement Committee (Gregori Parent Club). Gregori High School will provide parents timely information about programs under this plan; a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet. Gregori High School will conduct an extensive parent information program during Back to School Night with translation services. Principals are charged with the responsibility of providing opportunities for parent involvement such as:

1. English Learner Advisory Committee (ELAC)

2. Parent Involvement & Engagement (Gregori Parent Club)

3. Freshman Orientation

4. Senior Awards Night

5. Advanced Placement Parent Night

6. Site Representatives on district committees

7. Open House, 8th Grade Orientation

8. CLAW (Classes, Lockers, and Welcome)

2023-24 Opportunities for Parental Involvement

9. TITLE 1 Parent Night

10. Algebra 1 Parent Night

There are several opportunities for parents to take part in their student's education at Gregori High School. There are booster organizations intended to support student programs; they include: Athletic Boosters, FFA/Ag Boosters, & Music Boosters. Gregori Parent Involvement & Engagement (Gregori Parent Club) meets several times each year to discuss a variety of issues pertaining to school oversight. The English Learner Advisory Committee (ELAC) is in place at Gregori High School and responds to the needs of students whose native language is other than English. ELAC meetings are held quarterly in the Library Reference Room.

C. Engagement	State Priority: Pupil Engagement
	The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5): • High school Dropout Rates; • High school Graduation Rates; and • Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	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
Dropout Rate	0.2	0.5	1.2	3.9	2.2	4	9.4	7.8	8.2
Graduation Rate	96.3	96.7	95.5	87.2	90.8	90	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	508	485	95.5
Female	253	248	98.0
Male	254	236	92.9
Non-Binary			
American Indian or Alaska Native	--	--	--
Asian	43	41	95.3
Black or African American	15	14	93.3
Filipino	--	--	--
Hispanic or Latino	259	247	95.4
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	45	42	93.3
White	126	123	97.6
English Learners	42	37	88.1
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	329	311	94.5
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	47	33	70.2

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2458	2383	543	22.8
Female	1197	1160	279	24.1
Male	1260	1222	264	21.6
Non-Binary	1	1	0	0.0
American Indian or Alaska Native	8	5	0	0.0
Asian	181	178	15	8.4
Black or African American	72	70	21	30.0
Filipino	33	32	4	12.5
Hispanic or Latino	1405	1358	355	26.1
Native Hawaiian or Pacific Islander	11	11	2	18.2
Two or More Races	145	140	34	24.3
White	544	531	97	18.3
English Learners	278	264	69	26.1
Foster Youth	15	13	5	38.5
Homeless	14	11	9	81.8
Socioeconomically Disadvantaged	1421	1373	385	28.0
Students Receiving Migrant Education Services	21	21	4	19.0
Students with Disabilities	272	248	105	42.3

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	0.04	3.49	3.70	0.18	5.26	5.58	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.02	0.02	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.7	0
Female	2.42	0
Male	4.92	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	6.94	0
Filipino	6.06	0
Hispanic or Latino	3.27	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	7.59	0
White	4.6	0
English Learners	2.16	0
Foster Youth	13.33	0
Homeless	7.14	0
Socioeconomically Disadvantaged	4.5	0
Students Receiving Migrant Education Services	4.76	0
Students with Disabilities	11.4	0

2023-24 School Safety Plan

The Joseph A. Gregori High School's Safety Plan is updated each year and shared with staff at the beginning of the school year. The School Safety Plan was reviewed and approved on October 4th, 2023. Drills are conducted during the course of the school year to practice and evaluate readiness of the Gregori High School staff and students. The Joseph A. Gregori High School Safety Plan identifies three response actions and twelve crisis events and addresses initial emergency responses appropriate for each. The three response actions are:

1. Duck & Cover/Shelter in Place
2. Lockdown/Secure Campus
3. Evacuation

The twelve events are:

1) Intruder/Hostage Situation
2) Weapons, Bombs, Other Threats
3) Student Unrest/Civil Disturbance
4) Medical Emergency/Psych. Crisis
5) Explosion or Risk of Explosion
6) Hazardous Spill or Release
7) Fire/Smoke
8) Weather Emergencies
9) Earthquake
10) Power, Utilities Failure
11) Aircraft or Vehicle Crash
12) Animal Disturbance/Bee Swarm

2023-24 School Safety Plan

In the event of a crisis, the principal, or the principal's designee, will be in charge of implementing the plan and taking charge of the emergency situation.

All visitors must check in with the school receptionist in the main office. They are required to sign-in and document the reason for their visit through our Raptor system. If campus access is approved, visitors receive an identification tag, which must be prominently displayed at all times. If checking a student out of school for the day, the individual must present photo identification, and be listed on student's registration and emergency information documents. Administrators supervise students before and after school and make themselves available at all times via two way radio. They monitor the campus during lunch. Campus supervisors are assigned to zones throughout the campus, which they monitor before school, after school, and during lunch and passing periods. Campus supervisors are also assigned to the bus loading area and parking lots to monitor traffic. During passing periods campus supervisors monitor hallways, and respond to student accidents, illnesses, or disruptive activity. Like administrators, campus supervisors and the School Safety Officer are in constant communication with each other, administrators, and the main office via two-way radio.

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	18	83	17	44
Mathematics	18	69	22	38
Science	17	52	19	29
Social Science	16	83	15	43

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	18	72	21	41
Mathematics	17	75	31	28
Science	18	53	14	27
Social Science	17	65	18	32

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	25	34	23	41
Mathematics	25	31	29	31
Science	24	24	20	28
Social Science	27	19	17	41

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	416.43

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)	5.6
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	1
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	4.3

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	17091.01	5223.58	11867.43	118652.68
District	N/A	N/A	11121.82	
Percent Difference - School Site and District	N/A	N/A	6.5	16.6
State	N/A	N/A	$7,607	
Percent Difference - School Site and State	N/A	N/A	23.9	29.1

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%

2022-23 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	21

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	2
English	2
Fine and Performing Arts	1
Foreign Language	0
Mathematics	7
Science	10
Social Science	15
Total AP Courses Offered Where there are student course enrollments of at least one student.	39

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 ofer 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.
- 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

Professional Development

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	