

# Peter Johansen 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

<b>School Name</b>	Peter Johansen High School
<b>Street</b>	641 Norseman Dr.
<b>City, State, Zip</b>	Modesto, CA 95357
<b>Phone Number</b>	(209) 574-1760
<b>Principal</b>	Nathan Schar
<b>Email Address</b>	schar.n@monet.k12.ca.us
<b>School Website</b>	johansen.mcs4kids.com
<b>County-District-School (CDS) Code</b>	50711755030135

## 2023-24 District Contact Information

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

## 2023-24 School Description and Mission Statement

Johansen High School opened in the fall of 1992 and is one of seven large comprehensive public high schools in the Modesto City Schools District, 30,000 ADA, which serves a community of 207,000 residents in the central valley of California. Johansen's student population resides primarily in the neighboring town of Empire and the southeastern portion of Modesto. The economic base of the community is shifting from primarily agriculture to a blend of agriculture, light industry, manufacturing, building construction, and other service-related businesses. The community has taken great pride in this "state of the art" high school that provides students with an exceptional facility in which to learn.

The Johansen campus encompasses 90 classrooms and labs, a large gymnasium, an auditorium and a modern technology-rich library. It also includes a complete complex of athletic fields, stadium, and Olympic swimming pool. The school has a diverse student body of over 1700 students composed of several ethnic groups. Technology is a major focus that is infused into the curriculum and used to strengthen the integrated instruction that occurs across disciplines. Every staff member has access to computerized resources. Every student has a laptop computer to use for the digital curriculum in ELA and Social Science, as well as, a supplementary tool in all other subject areas. Four computer labs are equipped with computers to support our high level computer and digital arts programs. One additional lab is available for classes to work on projects that integrate technology into the curriculum. Communication on campus and with the community is enhanced with the exchange of electronic media, and parents can correspond with their son's or daughter's teachers directly by email or check their own student's grades and attendance on PowerSchool.

Johansen High School provides a rich curriculum designed to meet the needs of its diverse student population. Students have access to a variety of academic programs tailored to meet their needs. Johansen High School places a high priority on improving the instructional program. Students are scheduled into classes with careful consideration given to their abilities and needs. Johansen's instructional program includes courses for English Learners, grade level instruction, College Preparatory, Honors and Advanced Placement. Nearly all students in grades 9, 10, and 11 are in college preparatory academic programs. Johansen High School offers a strong Advanced Placement curriculum that provides a focused academic challenge to the advanced students. In addition, students may take a Honors curriculum that prepares them for Advanced Placement courses or a College Prep strand that prepares them to enter the university system. Over 80% of Johansen's graduates continue their education at universities or community colleges. Rich vocational education programs articulated with ROP courses and Modesto Junior College prepare students to enter the world of work. The award-winning Education Human Development Academy affords students the opportunity to work with young children at the on-campus preschool and at local elementary

2023-24 School Description and Mission Statement

schools. Johansen’s Agriculture Academy provides students with career pathways leading to employment or college. The needs of special education students are met in Special Day Classes (SDC) and the Resources Specialist Program (RSP), while all English Learners are offered the opportunity to take Academic Language Development classes.

JOHANSEN HIGH SCHOOL MISSION STATEMENT

Johansen High School believes all students can successfully prepare for their future through the development of critical thinking and creative problem-solving skills. Within a school culture that values its diversity of people and ideas, Johansen students communicate through various mediums, collaborate across disciplines, and celebrate their progress toward achieving personal and academic goals.

JOHANSEN HIGH SCHOOL SCHOOLWIDE LEARNER OUTCOMES

COMMUNICATE

All Students

- Effectively acquire, organize, and evaluate information through reading, writing and speaking.
- Generate questions and employ creative approaches to problem solving.
- Construct viable arguments in both oral and written form based on evidence.
- Use a wide variety of technologies to effectively facilitate learning.

COLLABORATE

All Students

- Work effectively in a world of diverse viewpoints, belief systems, and cultures.
- Learn in a safe, respectful and supportive environment.
- Integrate learning from all courses to build a strong base of knowledge.
- Build relationships to their school and community through activities, service projects and internships.

CELEBRATE

All Students

- Value character traits such as responsibility, perseverance, and respect.
- Chart progress towards academic and career goals.
- Acknowledge achievement in pursuit of academic and career goals.
- Recognize successful participation in athletics and extracurricular activities.

About this School

2022-23 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	514
Grade 10	525
Grade 11	500
Grade 12	445
Total Enrollment	1,984

2022-23 Student Enrollment by Student Group	
Student Group	Percent of Total Enrollment
Female	47.7%
Male	52.3%
American Indian or Alaska Native	0.3%
Asian	2.4%
Black or African American	3.1%
Filipino	0.8%
Hispanic or Latino	72.4%
Native Hawaiian or Pacific Islander	0.5%
Two or More Races	3.4%
White	15.5%
English Learners	21.7%
Foster Youth	0.4%
Homeless	1.7%
Migrant	1.3%
Socioeconomically Disadvantaged	80.2%
Students with Disabilities	15.7%

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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	64.10	84.63	557.20	83.87	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	11.80	1.78	4205.90	1.53
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>	2.80	3.78	19.40	2.92	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>	6.20	8.19	51.40	7.74	12115.80	4.41
<b>Unknown</b>	2.50	3.38	24.40	3.69	18854.30	6.86
<b>Total Teaching Positions</b>	75.70	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	67.80	80.98	562.90	81.48	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.40	0.54	14.50	2.11	4853.00	1.74
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>	6.40	7.64	29.50	4.28	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>	6.20	7.42	52.70	7.63	11953.10	4.28
<b>Unknown</b>	2.80	3.41	31.00	4.50	15831.90	5.67
<b>Total Teaching Positions</b>	83.80	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	2.50	2.30
Misassignments	0.30	4.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	2.80	6.40

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	1.50	0.00
Local Assignment Options	4.60	6.20
Total Out-of-Field Teachers	6.20	6.20

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
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.5	5
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.6	0.3

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
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		Adoption ?	Assigned Copy
<b>Reading/Language Arts</b>	<p>"AP English Language and Composition: The Language of Composition, Reading, Writing, Rhetoric, 3rd Edition, Shea, Scanlon - Publisher, Bedford, Freedom &amp; Worth</p> <p>AP English Literature and Composition: The Bedford Introduction to Literature</p> <p>Expository Reading and Writing Course: The Expository Reading and Writing Course Modules</p> <p>IB Prep English 9: Classics of Literature, Harcourt, Brace, Jovanovich Publishing Co.</p> <p>IB Prep English 10: Classics of World Literature, Harcourt, Brace, Jovanovich Publishing Co.</p> <p>IBHL English 9: The Norton Anthology of American Literature</p> <p>IBHL English 10: The Norton Anthology of English Literature</p> <p>Read 180: Scholastic rBook, Stage C Next Generation; Scholastic Next Generation (paperback and audio) Book Collection; Scholastic Topic Software, Next Generation</p> <p>StudySync, 2017</p> <p>Designated ELD Course: Edge, Cengage, National Geographic, 2018</p> <p>"</p>	Yes	0
<b>Mathematics</b>	<p>"AP Calculus AB/BC: Calculus: Graphical, Numerical, Algebraic, 3rd Edition, Prentice Hall, 2007</p> <p>AP Statistics: Stats: Modeling the World, 2nd Edition, Addison Wesley, 2006</p> <p>Financial Math: Mathematics for Business and Personal Finance, Glencoe, 2010</p> <p>Finite Math: Thinking Mathematically, 7th edition, Pearson, 2019</p> <p>Math 180 Course I: Math 180 Course I mSpace, Scholastic, HMH</p> <p>Math 180 Course II: Math 180 Course II mSpace, Scholastic, HMH</p> <p>Pre-Calculus/Pre-AP Pre-Calculus: Precalculus: Graphical, Numerical, Algebraic, 7th Edition, Prentice Hall, 2007</p> <p>Algebra I/Honors Algebra 1/IB Prep Algebra: enVision Algebra 1, Savvas Learning, 2020</p> <p>Geometry/Honors Geometry/IB Prep Geometry: enVision Geometry, Savvas Learning, 2020</p> <p>Algebra 2/Honors Algebra 2: enVision Algebra 2, Savvas Learning, 2020</p>	Yes	0



	Statistics: Using Statistics, Wesley, 1987; Discrete Mathematics, Heath, 1988"		
<b>Science</b>	<p>"AP Biology/IB/IHL/SL: Biology: Pearson, 2005</p> <p>CP Biology, Science Techbook California, The Living Earth, Discovery Science</p> <p>Chemistry &amp; Chemical Reactivity, AP Edition, 10th Edition, by Kotz, Treichel, &amp; Townsend, 2018</p> <p>AP Environmental Sci: Environmental Science for the AP Course 3rd Edition, Andrew Friedland, Rick Relyea, Elizabeth Jones and Elisa McCracken, Bedford, Freeman &amp; Worth</p> <p>AP Physics: College Physics, Serway/Vuille</p> <p>Chemistry/CP Chemistry/Pre-AP Chemistry/Pre- IB, &amp; Chemistry: Chemistry, California Edition, Holt, 2007</p> <p>Earth Science/Int Age Science 1-2: Earth Science, California Edition, Holt</p> <p>Human Anatomy &amp; Physiology: Essentials of Human Anatomy and Physiology, SAVVAS 12th Edition 2018</p> <p>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</p> <p>Pre-AP/Pre-IB Physics: Physics, A First Course, Hsu, 2005</p> <p>IBSL Chemistry: Oxford IB Diploma Programme 2014 Edition Companion, Bylikan, Horner, Murphy, Tracy</p> <p>Integrated Biotechnology 3: Biotechnology: Science for the New Millenium, EMC Paradigm Publishers, 2006</p> <p>Pre-AP Biology: Miller &amp; Levine Experience Biology, The Living Earth, SAVVAS 2020</p> <p>ROP Biotechnology 4: Asking Questions in Biology: A Guide to Hypothesis, Daugherty, 2007; Biotechnology: A Science for the New Millennium, EMC Paradigm, 2006</p> <p>"</p>	Yes	0
<b>History-Social Science</b>	<p>Western Civilization Since 1300, AP Edition, Cengage, 2019</p> <p>AP Govt and Politics US: American Government, AP Version, 2006; Economics: Principles in Action, CA Edition, Prentice Hall, 2007</p> <p>AP Human Geography: BFW: Human Geography for the AP Course, 1st Edition,2021</p> <p>AP Psychology: BFW: Thinking About Psychology: The Science of Mind and Behavior, Fourth Edition,2019</p> <p>AP US History, American History, AP Edition, McGraw-Hill, 2017</p>	Yes	0



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 Lang and Culture, Vista Higher Learning, 2014; AP Spanish Lang & Culture Exam Prep, Vista Higher Learning, 2014; Abriendo Puertas: Ampliando perspectivas, McDougal Littell

AP Spanish Lit for Spanish Speakers 6: Abriendo puertas: Ampliando perspectivas, Houghton Mifflin

French I, II, III, IV: Discovering French, McDougal Littell, 2007

Yes 0

	<p>French IBSL: Ensuite, McGraw Hill, 2003; Ensuite: workbook, McGraw Hill, 2003; Reprise (Grammar workbook), McGraw Hill, 2004</p> <p>German I, II, III: Komm mit!, Holt, 2006</p> <p>German IV: German in Review, Holt; Schemata: Lesestrategien</p> <p>IB French 1, 2, 3: Discovering French, McDougal Littell, 2007</p> <p>IB Spanish 1, 2, 3/Pre AP Spanish/Spanish I,II, III, IV: Realidades (California) Interactive Textbook, Prentice Hall, 2008</p> <p>IBHL 1, 2 Spanish: Espanol B: Libro del alumno, Pearson, 2011; Abriendo Paso Gramatica, Prentice Hall"</p>		
<b>Health</b>	Health, Glencoe, 2003	Yes	0
<b>Visual and Performing Arts</b>	<p>"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</p> <p>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</p> <p>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</p> <p>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</p> <p>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</p> <p>Band: Foundations For Superior Performance, Richard Williams and Jeff King, Neil A. Kjos Music Company Publisher</p>	Yes	0

Treasury of Scales, Smith, Leonard B., Melville, NY, Belwin Mills, Pub.  
 Exercises for Ensemble Drill, 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

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-Leigher, 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/Leigher, 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

	<p>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,</p> <p>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</p> <p>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"</p>		
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## 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](http://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.

### Age of School/Buildings:

This school has classrooms, a cafeteria, library, theater, gym, locker rooms, stadium, pool and an administration office. The main campus was built in 1992 and opened in 1992.

### 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 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

7/8/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			Stained ceiling tiles, Loose or damage wallboard/cove base, Countertop delaminating
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			Unsecured items stored too high
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains		X		ADA shower not functional, Eye wash station not inspected
<b>Safety:</b> Fire Safety, Hazardous Materials	X			Stage lift has no permit or inspection records, Unsecured cabinet at exit, Blocked fire extinguisher or

## School Facility Conditions and Planned Improvements

				pull alarm, Non-fire rated curtain and/or furniture, Broken exit light, Excessive art/paper on walls and/or hanging from ceiling, No safety lines around machinery in R. V104
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> 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)	37	36	42	43	47	46
Mathematics (grades 3-8 and 11)	10	10	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
<b>All Students</b>	469	447	95.31	4.69	35.51
<b>Female</b>	208	200	96.15	3.85	39.70
<b>Male</b>	261	247	94.64	5.36	32.11
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	12	11	91.67	8.33	18.18
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	349	332	95.13	4.87	34.85
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	27	27	100.00	0.00	40.74
<b>White</b>	62	58	93.55	6.45	34.48
<b>English Learners</b>	94	90	95.74	4.26	6.67
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	12	10	83.33	16.67	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	373	354	94.91	5.09	33.81
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	77	74	96.10	3.90	4.05

## 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
<b>All Students</b>	469	446	95.10	4.90	10.09
<b>Female</b>	208	199	95.67	4.33	7.54
<b>Male</b>	261	247	94.64	5.36	12.15
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	12	12	100.00	0.00	16.67
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	349	330	94.56	5.44	9.39
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	27	27	100.00	0.00	14.81
<b>White</b>	62	58	93.55	6.45	5.17
<b>English Learners</b>	94	89	94.68	5.32	1.12
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	12	10	83.33	16.67	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	373	353	94.64	5.36	9.35
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	77	74	96.10	3.90	1.35

## 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
<b>Science</b> (grades 5, 8 and high school)	16.00	14.18	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
<b>All Students</b>	876	840	95.89	4.11	13.95
<b>Female</b>	420	406	96.67	3.33	14.78
<b>Male</b>	455	433	95.16	4.84	13.19
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	23	23	100.00	0.00	30.43
<b>Black or African American</b>	22	21	95.45	4.55	9.52
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	636	606	95.28	4.72	12.07
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	48	47	97.92	2.08	17.02
<b>White</b>	133	129	96.99	3.01	17.05
<b>English Learners</b>	163	152	93.25	6.75	0.00
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	22	20	90.91	9.09	15.00
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	676	646	95.56	4.44	12.07
<b>Students Receiving Migrant Education Services</b>	11	10	90.91	9.09	--
<b>Students with Disabilities</b>	127	118	92.91	7.09	1.69

## 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	986
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	91.2
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	97.48
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	28.97

## 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	89.10%	89.10%	61.20%	89.10%	88.50%

## 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

Contact Person: Nathan Schar 209-574-1762

Parents are encouraged to participate in their child's education at Johansen High School. Back-to- School Night is held early in the fall, and parents are encouraged to sign up as school volunteers; a Parent Involvement Sign- up form is included in the students' "Round-Up" packages that are mailed home each summer.

Parent volunteers assist with Round-Up, PSAT testing, office assistance, speech judging, and choir & drama performances.

The senior Grad Bash is coordinated and staffed entirely by parent volunteers.

Parents are invited to attend Back-to-School Night in the fall and Open House in the spring of each school year. Evening meetings are also held to share information about colleges and financial aid. Each teacher and administrator has an email address that is accessible via the school website.

Parents serve on several committees and advisory boards including Johansen High School's Site Council, English Learner Parent Partnership, FFA advisory board, Child Development Academy advisory board, and the Industrial Technology and Engineering advisory board. Johansen has very active Sports and Band Boosters clubs which are run by parents.

## 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
<b>Dropout Rate</b>	4.2	1.8	7.8	3.9	2.2	4	9.4	7.8	8.2
<b>Graduation Rate</b>	86.2	86.5	83.9	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](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>	434	364	83.9
<b>Female</b>	223	198	88.8
<b>Male</b>	211	166	78.7
<b>Non-Binary</b>			
<b>American Indian or Alaska Native</b>	--	--	--
<b>Asian</b>	--	--	--
<b>Black or African American</b>	12	8	66.7
<b>Filipino</b>	--	--	--
<b>Hispanic or Latino</b>	308	255	82.8
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00
<b>Two or More Races</b>	14	14	100.0
<b>White</b>	76	63	82.9
<b>English Learners</b>	92	67	72.8
<b>Foster Youth</b>	--	--	--
<b>Homeless</b>	26	15	57.7
<b>Socioeconomically Disadvantaged</b>	377	313	83.0
<b>Students Receiving Migrant Education Services</b>	12	8	66.7
<b>Students with Disabilities</b>	64	39	60.9

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2122	2058	779	37.9
Female	1012	980	379	38.7
Male	1110	1078	400	37.1
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	5	5	1	20.0
Asian	52	50	6	12.0
Black or African American	72	66	35	53.0
Filipino	15	15	1	6.7
Hispanic or Latino	1527	1484	558	37.6
Native Hawaiian or Pacific Islander	12	12	8	66.7
Two or More Races	76	74	23	31.1
White	326	318	136	42.8
English Learners	478	455	193	42.4
Foster Youth	11	8	4	50.0
Homeless	50	48	37	77.1
Socioeconomically Disadvantaged	1710	1663	652	39.2
Students Receiving Migrant Education Services	27	27	17	63.0
Students with Disabilities	343	326	153	46.9

### 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	0.00	4.45	7.16	0.18	5.26	5.58	0.20	3.17	3.60
Expulsions	0.00	0.09	0.09	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	7.16	0.09
Female	4.15	0
Male	9.91	0.18
Non-Binary		
American Indian or Alaska Native	0	0
Asian	1.92	0
Black or African American	22.22	0
Filipino	6.67	0
Hispanic or Latino	6.55	0.13
Native Hawaiian or Pacific Islander	16.67	0
Two or More Races	5.26	0
White	7.36	0
English Learners	9.21	0.42
Foster Youth	9.09	0
Homeless	10	0
Socioeconomically Disadvantaged	7.72	0.12
Students Receiving Migrant Education Services	7.41	0
Students with Disabilities	9.33	0

## 2023-24 School Safety Plan

Johansen annually reviews and updates the school safety plan. The first Safety Committee when the Safety Plan was reviewed and approved occurred on May 17, 2023.. The plan was reviewed for possible adjustments on November 28, 2023. The plan includes procedures for crisis intervention, lockdowns, fire alarms, evacuations, and bomb threats. The school has a safety hotline for students or parents to call and leave messages regarding the safety of the students. All visitors and guests must report to the front office and register their visit in order to ensure the peaceful conduct of the school and to limit disruptions that interfere with the educational activities or learning environment. Visitors must check in with the school receptionist and present their ID for a background check through our Raptor system, sign the visitor's book, and give a reason for the visit. If approved, the visitor is given a visitor's pass that must be displayed on his/her clothing. In order to pick up/check out a student from campus, a person must present a valid photo identification and be named on the student's information list. Nonstudents without valid reasons to be on campus are directed to leave.

Johansen High School follows the discipline plan prescribed by the Board of Education of Modesto City Schools as outlined in the Student Conduct Code. The Student Conduct Code is distributed to all students at the beginning of each academic year and is reviewed with the students in their classroom. Parents are requested to sign that they have received a copy of the Conduct Code. Johansen students feel safe at school. Six campus supervisors and the Assistant Principal for Student Supervision ensure a safe learning environment for both day and evening activities. In addition to campus supervisors and the AP of Student Supervision, other site administrators make themselves available by radio and in person for any concern or disruption that should arise. Campus supervisors monitor student behavior before and after school, during lunches, and during passing periods. They respond to accidents, illnesses, and generally monitor the safety of the campus.

## 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	62	16	36
Mathematics	17	58	11	33
Science	17	42	8	24
Social Science	17	49	12	30

## 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	19	59	19	36
Mathematics	15	75	24	22
Science	15	50	17	14
Social Science	17	52	14	28

## 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	22	47	25	31
Mathematics	22	45	23	23
Science	20	30	16	15
Social Science	21	34	29	19

## 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	354.29

## 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)	0.1
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	1
Speech/Language/Hearing Specialist	0.7
Resource Specialist (non-teaching)	
Other	10.6

## 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	18617.15	6872.16	11744.99	107618.87
District	N/A	N/A	11121.82	
Percent Difference - School Site and District	N/A	N/A	5.5	6.9
State	N/A	N/A	\$7,607	
Percent Difference - School Site and State	N/A	N/A	22.9	19.5

## 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	13.4
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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	0
English	3
Fine and Performing Arts	1
Foreign Language	3
Mathematics	3
Science	2
Social Science	11
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	23

## 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

Professional Development

has provided the opportunity for 1% compensation for certificated and management who choose to complete an extra twelve hours of professional development outside of their normal work day. We offer the same incentive for classified, but at a flat rate compensation of \$400 for the first 6 hours and \$400 for the second 6 hours of voluntary professional development hours.

MCS has prioritized our focus on mathematics, literacy across grades and content areas, collaboration, welcoming schools/customer service, English Learners, and building our capacity as professionals. This has been in addition to the needed training in new adoptions, curriculum and standard updates and the like. The professional development is sustained through site administration, district and site level instructional coaches, and intervention specialists. The Curriculum and Instruction & Professional Development Division is tasked with increasing the quality and quantity of professional development provided to classified, certificated, and managers alike.

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

- Instructional Core Vision: Every student deserves a guaranteed instructional program, not by chance, but by design, including Board-adopted curriculum, researched-based best practices, and authentic relationships and assessments that guide instruction.
- Supporting All Learners: Intentionally planning lessons with consideration for strategies, scaffolds, and interventions that create equitable learning opportunities for all students.
- Board-adopted Curriculum: Intentionally utilizing the currently adopted curriculum to ensure equitable access for all students to rigorous content standards. Understanding how the curriculum design supports students’ progression over time.
- Engaging Students using Language and Literacy: Designing lessons that engage and support all learners by providing daily opportunities to interact with content through reading, writing, listening, and speaking.
- Professional Learning Communities: PLCs are the vehicle we use to guarantee the success of the Instructional Core. Fully engaging in the process of identifying what students need to learn, how it is to be taught, what to do if they don’t reach mastery, and what to do if they excel, with regular review of student formative data to guide instruction.

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

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

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