

Modesto 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	Modesto High School
Street	18 H Street
City, State, Zip	Modesto, CA, 95351
Phone Number	(209) 574-1778
Principal	Phuc Pham-Goulart
Email Address	pham-goulart.p@monet.k12.ca.us
School Website	mhs.mcs4kids.com
County-District-School (CDS) Code	50 711755034905

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

Modesto High School, the first and oldest secondary school in town, has a history rich in tradition and academic excellence. While we take pride in our traditions, we are committed to remaining well-informed of innovations in education and technology, and we see ourselves as responsive to changing times and increasingly diverse student needs. Given the wide diversity of our student body, our school mission statement details how we provide numerous optimal learning situations to meet the needs of each student. This individualization has resulted in curricular offerings for students limited in English, for college-bound students, for students with learning challenges, for vocationally-oriented students, and extremely rigorous programs for our highly gifted scholars. More specifically, Modesto High School seeks to help students become effective readers, writers, communicators, academic achievers, critical thinkers, problem solvers, and responsible citizens. Students are guided in the development of career goals and employment and team building skills while acquiring fundamental knowledge in core academic subjects and basic expertise with current technology. In addition to strong and diverse curricular offerings, Modesto High School provides an extensive extra-curricular program involving athletics, clubs, speech, fine arts, performing arts, and vocational and academic competitions, in which students and staff interact in less formal ways. The socialization benefits afforded by extra-curricular activities help to maintain a healthy balance between personal choice and curricular requirements. In 2018, Modesto City Schools and Superintendent, Dr. Noguchi implemented "Looking, Listening and Learning" - a campaign designed to gather student achievement results in order to determine best instructional practices for all students. Dr. Noguchi, along with the support of the Board of Education is committed to transforming Modesto City Schools into a 'Destination District' where all stakeholders have input and a voice in decision making and direction. Every Student Matters, and Every Moment Counts is the mantra we all invest in and follow to help our students make progress as they advance in their learning journeys. Modesto High School's vision seeks to provide an empowering academic environment in which all students will develop to their fullest potential with the skills to become independent, life-long learners and responsible citizens. Migrant Education /Title Part C instructional and support services are provided to the Modesto City Schools migrant students through a Memorandum of Understanding with the Merced County Office of Education/Migrant Education Region 3. These services are directly provided by Migrant Education Region 3 staff to support our youth and secondary students who are not in school. Migrant Education supplemental instructional services are provided through a combination of site and home base models. Migrant students are identified and recruited by a Support Services Liaison that is housed at Pearson Education Center. The current migrant student eligibility list is maintained on a monthly basis and is cross referenced with the district student database to keep student lists current. The Supportive Services Liaisons additionally provide referrals for supplemental health and social services to migrant families identified in the Modesto City Schools District attendance area. The migrant parents assist the district and region in evaluating migrant services through their participation in the Migrant Parent Advisory Committee that meets monthly.

2023-24 School Description and Mission Statement

Migrant Education services are determined each year in collaboration with the Modesto City Schools District to maintain or modify them based on a review of prior year services and funding allocations.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	594
Grade 10	616
Grade 11	674
Grade 12	632
Total Enrollment	2,516

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.6%
Male	49.4%
American Indian or Alaska Native	0.3%
Asian	6.6%
Black or African American	2.1%
Filipino	0.5%
Hispanic or Latino	76%
Native Hawaiian or Pacific Islander	0.5%
Two or More Races	3%
White	7.3%
English Learners	24.4%
Foster Youth	0.3%
Homeless	0.6%
Migrant	0.6%
Socioeconomically Disadvantaged	84.1%
Students with Disabilities	12.6%

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)	90.40	88.93	557.20	83.87	228366.10	83.12
Intern Credential Holders Properly Assigned	2.70	2.66	11.80	1.78	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.70	2.74	19.40	2.92	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	3.80	3.76	51.40	7.74	12115.80	4.41
Unknown	1.90	1.88	24.40	3.69	18854.30	6.86
Total Teaching Positions	101.60	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)	93.20	85.69	562.90	81.48	234405.20	84.00
Intern Credential Holders Properly Assigned	3.30	3.06	14.50	2.11	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.60	3.31	29.50	4.28	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	6.50	6.03	52.70	7.63	11953.10	4.28
Unknown	2.00	1.89	31.00	4.50	15831.90	5.67
Total Teaching Positions	108.80	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	0.00	1.00
Misassignments	2.70	2.60
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	2.70	3.60

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	1.00	0.10
Local Assignment Options	2.80	6.40
Total Out-of-Field Teachers	3.80	6.50

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)	2.3	2
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	3.4	0.5

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

	<p>Math for the Trades: Mathematics for the Trades, SAVVAS Learning Co., 2021</p> <p>Pre-Calculus/Pre-AP Pre-Calculus: Pre-Calculus, 6th Edition, SAVVAS Learning Co., 2021</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> <p>Statistics: Using Statistics, Wesley, 1987; Discrete Mathematics, Heath, 1988</p> <p>Quantitative Reasoning: Using & Understanding Mathematics: A Quantitative Reasoning Approach, SAVVAS Learning Co., 2021</p>		
Science	<p>AP Biology/IB/IHL/SL/Science & Ethics of Biotechnology: Campbell Biology in Focus AP Edition, 3rd Edition, SAVVAS Learning Co., 2021</p> <p>CP Biology, Science Techbook California, The Living Earth, Discovery Science, 2020</p> <p>Chemistry & Chemical Reactivity, AP Edition, 10th Edition, by Kotz, Treichel, & 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 & Worth, 2020</p> <p>AP Physics: College Physics: A strategic Approach AP Edition, SAVVAS Learning Co., 2021</p> <p>Chemistry in the Earth Systems, Honors Chemistry in the Earth System, & Applied Chemistry & Biotechnology: CA Inspire Chemistry, McGraw-Hill, 2021</p> <p>Chemistry/CP Chemistry/Pre-AP Chemistry/Pre- IB, & Chemistry: CA Inspire Chemistry, McGraw-Hill, 2021</p> <p>Human Anatomy & 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/ Engineering Essentials/Honors Physics in the Universe/ Physics: CA Inspire Physics, McGraw-Hill, 2021</p>	Yes	0

	<p>IBSL Chemistry: Oxford IB Diploma Programme 2014 Edition Companion, Bylikan, Horner, Murphy, Tracy, 2016</p> <p>Integrated Biotechnology 3: Biotechnology: Science for the New Millenium, EMC Paradigm Publishers, 2006</p> <p>Introduction to Physical Science: Inspire Physical Science with Earth Science, McGraw-Hill, 2021</p> <p>Pre-AP Biology: Miller & 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>		
History-Social Science	<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> <p>CP US Govt Econ: Magruder's American Government, Prentice Hall, 2007; Economics: Principles in Action, CA Edition, Prentice Hall, 2007</p> <p>CP US History: The Americans: Reconstruction to the 21st Century, McDougal Littell, 2006</p> <p>IB 1-2 Theory of Knowledge: Man is the Measure, Reuben Abel, 1994; Persons and Their World, Jeffrey Olen, 1994</p> <p>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</p> <p>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</p> <p>IBHL 1-2 Psychology: InThinking Psychology, Crane, 2019</p> <p>Gross, 1994; Theme, Issues, and Debates in Psychology, R. Gross, 1995</p> <p>Psychology: Understanding Psychology, Glencoe, 2003</p> <p>World History: Man is the Measure, Prentice Hall, 2007</p>	Yes	0

	<p>World Religion/Geo: IL Encyclopedia of World Religions, Usborne Publishing, 2001;</p> <p>World Studies: Foundations of Geography, Prentice Hall, 2006</p>		
Foreign Language	<p>American Sign Language I: A Basic Course in American Sign Language, TJ Publishers</p> <p>American Sign Language II: Signing Naturally Series, Dawn Sign Press</p> <p>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</p> <p>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</p> <p>AP Spanish Lit for Spanish Speakers 6: Abriendo puertas: Ampliando perspectivas, Houghton Mifflin</p> <p>AP Spanish Literature: Reflexiones, Vista Higher Learning, 2021</p> <p>French I/ IB Prep French I: D'accord! 1, Vista Higher Learning, 2021</p> <p>French II/ IB Prep French II: D'accord! 2, Vista Higher Learning, 2021</p> <p>French III/ French IV / IB Prep French III: D'accord! 3, Vista Higher Learning, 2021</p> <p>French IBSL: Le Monde, Cambridge University Press, 2021</p> <p>IB Prep Spanish I/Spanish I: Senderos 1: Spanish for a Connected World, Vista Higher Learning, 2021</p> <p>IB Prep Spanish II/Spanish II: Senderos 2: Spanish for a Connected World, Vista Higher Learning, 2021</p> <p>IB Prep Spanish III/Spanish III: Senderos 3: Spanish for a Connected World, Vista Higher Learning, 2021</p> <p>IBHL 1, 2 Spanish: Espanol B for the IB Diploma Student Workbook, Ib Source INC., 2021; Temas para Espanol B, Vista Higher Learning, 2021</p> <p>Spanish IV: Senderos 4: Spanish for a Connected World, Vista Higher Learning, 2021.</p> <p>Spanish for Spanish Speakers 3: Galeria 1, Vista Higher Learning, 2021</p>	Yes	0

	Spanish for Spanish Speakers 4: Galeria 2, Vista Higher Learning, 2021		
Health	<p>Health/Health Parallel: Essential Health Skills, Goodheart-Willcox, 2021</p> <p>Human Sexuality to Accompany Essential Health Skills, Goodheart-Willcox, 2021</p>	Yes	0
Visual and Performing Arts	<p>AP Studio Art: Brommer, Gerald. Drawing: Ideas, Materials and Techniques, rev. Ed., George F. Horn, ed., text edition. Worcester, Mass.: Davis Publications, 1978.</p> <p>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</p> <p>ArtTalk, Ragans, Glencoe/McGraw-Hill, 1988</p> <p>Exploring Visual Design, second edition, Joseph Gatto, Albert Porter and Jack Selleck, Davis Publications Inc</p> <p>Discovering Art History, second edition, Gerald Brommer, Davis Publications Inc</p> <p>Careers in Art, Gerald Brommer and Joseph Gatto</p> <p>Ceramics: Sapiro, Maurice. Clay: Handbuilding. Worcester, Mass.: Davis Publications, Inc.</p> <p>Hofsted, Jolyon. Step-By-Step Ceramics. New York: Western Publishing Co.</p> <p>Williams, Arthur. Sculpture. Davis Art Education Materials</p> <p>Nigrosh, Leon. Claywork. Davis Art Education Materials</p> <p>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</p> <p>The Complete Potter's Companion by Tony Birks</p> <p>Sculpture by Arthur Williams, Davis Art Education Materials</p> <p>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.</p> <p>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> <p>Treasury of Scales, Smith, Leonard B., Melville, NY, Belwin Mills, Pub.</p> <p>Exercises for Ensemble Drilll, Fussell, Raymond, Melville, NY, Schmidt, Hall and McCreary Division of Belwin Mills, Pub.</p> <p>Beginning Band: Tune A Day</p> <p>Best In Class, Kjos</p> <p>First Division, Belwin-Mills</p>	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-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

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

	<p>Exploring Photography, Third Edition, Richard J. Walker and Robert E. Walker, The Goodheart-Wilcox Company, Inc., 1991</p> <p>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</p> <p>Exploring Photography, Third Edition, Richard J. Walker and Robert E. Walker, The Goodheart-Wilcox Company, Inc., 1991</p> <p>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.

Our campus supervisors are assigned to different areas throughout the campus providing supervision from 7:00 am to 5:30pm. The campus supervisors assist with student supervision, conflict resolution, tardies, trancies and other duties as assigned. We have a new School Safety Officer who works Monday through Friday from 7:00 am to 4:00 pm. All visitors are required to report to the main office to check in and receive a guest pass.

Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment.

Age of School/Buildings:

This school has classrooms, laboratories, cafeteria, library, gyms, auditorium, locker rooms and an administration office. This school site for Modesto High School opened originally in 1918. After suffering damage from an earthquake in 1944, the main campus was rebuilt in 1946 with construction continuing through to 1950.

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

7/11/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer			X	: 302: Fume hood not working
Interior: Interior Surfaces	X			102: Ripped carpet 24: Stained ceiling tile 25: Unsecured items stored too high, Stained ceiling tile, Bad exit light 46: Unsecured items stored too high, Damaged floor tile 50: No flooring 51: Countertops delaminating

School Facility Conditions and Planned Improvements

				52: Stained ceiling tile 94: Stained ceiling tile
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			103: Blocked electrical panel, Unsecured items stored too high 25: Unsecured items stored too high, Stained ceiling tile, Bad exit light 46: Unsecured items stored too high, Damaged floor tile 48: Unsecured items stored too high 70: Unsecured cabinet at exit, Excessive artwork/paper on walls, Unsecured items stored too high 93: Unsecured items stored too high
Electrical	X			103: Blocked electrical panel, Unsecured items stored too high 73: Blocked electrical panel 74: Blocked electrical panel 75: Blocked electrical panel 77: Blocked electrical panel 79: Blocked electrical panel 81: Blocked electrical panel 82: Blocked electrical panel 83: Blocked electrical panel, Excessive artwork/paper on walls
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			1: Outside hall- Drinking fountain low flow 16: Girl's restroom- Broken sink 301: Boy's restroom missing cove base 314: Outside hall- Drinking fountain broken BOYS LOCKER RM: Restroom- Broken door handle
Safety: Fire Safety, Hazardous Materials			X	10: 23: Unsecured cabinet at exit 3: Unsecured cabinet at exit 315: Excessive artwork/paper on walls 70: Unsecured cabinet at exit, Excessive artwork/paper on walls, Unsecured items stored too high 83: Blocked electrical panel, Excessive artwork/paper on walls 85: Curtains blocking exit 86: Curtains blocking exit 87: Curtains blocking exit 88: Curtains blocking exit 89: Curtains blocking exit
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)	38	46	42	43	47	46
Mathematics (grades 3-8 and 11)	12	11	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	617	595	96.43	3.57	46.30
Female	310	301	97.10	2.90	50.17
Male	307	294	95.77	4.23	42.32
American Indian or Alaska Native	--	--	--	--	--
Asian	39	39	100.00	0.00	61.54
Black or African American	15	14	93.33	6.67	28.57
Filipino	--	--	--	--	--
Hispanic or Latino	480	463	96.46	3.54	43.72
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	33	31	93.94	6.06	54.84
White	44	43	97.73	2.27	60.47
English Learners	141	135	95.74	4.26	6.67
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	521	501	96.16	3.84	41.72
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	76	71	93.42	6.58	5.63

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	618	594	96.12	3.88	11.11
Female	311	300	96.46	3.54	11.00
Male	307	294	95.77	4.23	11.22
American Indian or Alaska Native	--	--	--	--	--
Asian	39	39	100.00	0.00	17.95
Black or African American	15	14	93.33	6.67	7.14
Filipino	--	--	--	--	--
Hispanic or Latino	481	463	96.26	3.74	7.78
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	33	31	93.94	6.06	32.26
White	44	42	95.45	4.55	26.19
English Learners	142	135	95.07	4.93	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	521	501	96.16	3.84	6.39
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	77	71	92.21	7.79	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)	18.87	13.57	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	892	868	97.31	2.69	13.55
Female	428	417	97.43	2.57	12.90
Male	464	451	97.20	2.80	14.16
American Indian or Alaska Native	0	0	0	0	0
Asian	55	55	100.00	0.00	34.55
Black or African American	21	20	95.24	4.76	25.00
Filipino	--	--	--	--	--
Hispanic or Latino	695	677	97.41	2.59	9.46
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	53	52	98.11	1.89	17.65
White	57	55	96.49	3.51	30.91
English Learners	209	203	97.13	2.87	1.01
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	763	740	96.99	3.01	10.00
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	112	107	95.54	4.46	2.83

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	1072
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	54.2
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	99.12
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	33.65

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	75.90%	78.70%	79.80%	78.40%	80.30%

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
Modesto High School Parent Advisory Committees and booster groups include a School Site Council, English Learners Advisory Committee, School Safety Committee, International Baccalaureate Committee, English Learner Parent Group, Parent Involvement Committee, Athletic Booster Club, Band Booster group, and FFA Parent Committee. These committees consist of parents, staff members, student representatives, and community representatives. The committee members advise school leaders regarding the effectiveness of programs and provide a from-home perspective of student success and student needs. The School Site Council actively participates in the approval process for the School Plan for Student Achievement which becomes part of the Consolidated Application for categorical funding. Parent committee members participate in school and community activities such as Back to School Night, Open House, Parent Empowerment Program, EL Parent Meetings, competitive events, and performances. Instructional materials, educational technology, teaching methods, safety policies, attendance procedures, specific program budgets, and curriculum items may be reviewed and critiqued for updates and revision. The committee structures are also utilized to educate parents regarding school programs and educational strategies.

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	4.7	0.7	7.6	3.9	2.2	4	9.4	7.8	8.2
Graduation Rate	88.6	89.7	85.8	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	618	530	85.8
Female	318	278	87.4
Male	300	252	84.0
Non-Binary			
American Indian or Alaska Native	0	0	0.00
Asian	48	43	89.6
Black or African American	17	12	70.6
Filipino	--	--	--
Hispanic or Latino	466	401	86.1
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	19	15	78.9
White	40	34	85.0
English Learners	112	83	74.1
Foster Youth	--	--	--
Homeless	20	15	75.0
Socioeconomically Disadvantaged	553	468	84.6
Students Receiving Migrant Education Services	17	12	70.6
Students with Disabilities	76	57	75.0

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2688	2588	827	32.0
Female	1354	1305	425	32.6
Male	1334	1283	402	31.3
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	6	6	0	0.0
Asian	173	168	34	20.2
Black or African American	63	62	30	48.4
Filipino	14	13	2	15.4
Hispanic or Latino	2054	1973	630	31.9
Native Hawaiian or Pacific Islander	15	15	8	53.3
Two or More Races	76	75	30	40.0
White	191	182	57	31.3
English Learners	697	659	248	37.6
Foster Youth	8	8	7	87.5
Homeless	25	23	16	69.6
Socioeconomically Disadvantaged	2282	2199	754	34.3
Students Receiving Migrant Education Services	25	24	13	54.2
Students with Disabilities	342	317	153	48.3

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	0.00	7.11	6.85	0.18	5.26	5.58	0.20	3.17	3.60
Expulsions	0.00	0.04	0.04	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	6.85	0.04
Female	4.95	0
Male	8.77	0.07
Non-Binary		
American Indian or Alaska Native	0	0
Asian	2.89	0
Black or African American	19.05	0
Filipino	0	0
Hispanic or Latino	6.72	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	13.16	0
White	3.66	0
English Learners	7.89	0.14
Foster Youth	0	0
Homeless	20	0
Socioeconomically Disadvantaged	7.41	0.04
Students Receiving Migrant Education Services	0	0
Students with Disabilities	10.82	0

2023-24 School Safety Plan

The school has adopted a school safety plan that includes an assessment of school-related crime, a plan to ensure a safe and secure learning environment, rules and procedures and a comprehensive school safety-planning chart. This plan is updated every year and is available to the public.

With school safety being a major emphasis, the school employs nine campus supervisors and a School Safety Officer (SSO). The supervisors and SSO are utilized to ensure a safe learning environment and provide administrative supervision during the school day and extra-curricular activities.

The school safety was last reviewed, updated and approved on September 1, 2022.

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	25	34	26	54
Mathematics	25	30	19	51
Science	27	21	5	43
Social Science	24	32	25	41

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	20	67	27	47
Mathematics	20	55	26	37
Science	20	43	14	32
Social Science	19	57	22	38

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	24	44	23	53
Mathematics	23	45	20	39
Science	24	28	14	30
Social Science	23	35	24	38

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	359.43

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)	7
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	1.5
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	5.9

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	16876.49	4966.53	11909.96	119288.59
District	N/A	N/A	11121.82	
Percent Difference - School Site and District	N/A	N/A	6.8	17.1
State	N/A	N/A	\$7,607	
Percent Difference - School Site and State	N/A	N/A	24.2	29.6

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	3.8
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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	1
Fine and Performing Arts	0
Foreign Language	6
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	7

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	