

**Bret Harte Elementary**  
**School Accountability Report Card**  
**Reported Using Data from the 2019-2020 School Year**  
**Published During 2020-2021**

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 webpage 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.

## About This School

### School Contact Information (School Year 2020-2021)

| Entity                            | Contact Information   |
|-----------------------------------|---|
| School Name                       | Bret Harte Elementary   |
| Street                            | 909 Glenn Ave   |
| City, State, Zip                  | Modesto, CA 95358   |
| Phone Number                      | (209) 574-1952  |
| Principal                         | Marla Conteh  |
| Email Address                     | conteh.ma@monet.k12.ca.us   |
| Website                           | <a href="https://bretharte.mcs4kids.com/">https://bretharte.mcs4kids.com/</a> |
| County-District-School (CDS) Code | 50 711676052633   |

### District Contact Information (School Year 2020-2021)

| Entity         | Contact Information          |
|----------------|------------------------------|
| District Name  | Modesto City School District |
| Phone Number   | (209) 574-1500               |
| Superintendent | Sara Noguchi, Ed.D           |
| Email Address  | fortuna.b@monet.k12.ca.us    |
| Website        | www.mcs4kids.com             |

### School Description and Mission Statement (School Year 2020-2021)

It is the mission of Bret Harte Elementary to increase the life chances of our scholars by ensuring academic and social-emotional growth for ALL. We commit to meeting the needs of all students by providing focused, comprehensive instruction and intervention support. We use the Wonders/Maravillas series as our base curriculum for the English/Language Arts and SWUN Math for the Math program. English Language Development is provided daily for English Learners. Technology is incorporated into the students' day in order to help prepare them for the future. Character education through the Peacebuilders Program is an integral part of the daily routine as well, helping to ensure that our students learn lifelong values and skills. Bret Harte School is the proud home of the MCS Dual Language Academy.

### Student Enrollment by Grade Level (School Year 2019-2020)

| Grade Level      | Number of Students |
|------------------|--------------------|
| Kindergarten     | 120                |
| Grade 1          | 119                |
| Grade 2          | 115                |
| Grade 3          | 116                |
| Grade 4          | 133                |
| Grade 5          | 131                |
| Grade 6          | 131                |
| Total Enrollment | 865                |

## Student Enrollment by Student Group (School Year 2019-2020)

| Student Group                       | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American           | 0.3                         |
| American Indian or Alaska Native    | 0.1                         |
| Asian                               | 0.9                         |
| Filipino                            | 0.2                         |
| Hispanic or Latino                  | 89                          |
| Native Hawaiian or Pacific Islander | 0.3                         |
| White                               | 2                           |
| Two or More Races                   | 0.7                         |
| Socioeconomically Disadvantaged     | 94.9                        |
| English Learners                    | 67.1                        |
| Students with Disabilities          | 9.7                         |
| Foster Youth                        | 0.1                         |
| Homeless                            | 0.3                         |

## 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

### Teacher Credentials

| Teachers   | School 2018-19 | School 2019-20 | School 2020-21 | District 2020-21 |
|--|----------------|----------------|----------------|------------------|
| With Full Credential   | 41             | 36             | 42             | 1431             |
| Without Full Credential  | 0              | 1              | 0              | 27               |
| Teaching Outside Subject Area of Competence (with full credential) | 0              | 0              | 0              | 40               |

### Teacher Misassignments and Vacant Teacher Positions

| Indicator                                      | 2018-19 | 2019-20 | 2020-21 |
|--|---------|---------|---------|
| Misassignments of Teachers of English Learners | 0       | 0       | 0       |
| Total Teacher Misassignments*                  | 0       | 0       | 0       |
| Vacant Teacher Positions                       | 0       | 0       | 1       |

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

## Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

**Year and month in which data were collected:** September 2020

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>.

| Subject                | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|------------------------|--|----------------------------|--|
| Reading/Language Arts  | World of Wonders, Maravillas, Wonders, Wonder Works, 2017    | Yes                        | 0  |
| Mathematics            | SWUN Math, 2020  | Yes                        | 0  |
| Science                | Discovery Ed, 2019   | Yes                        | 0  |
| History-Social Science | Studies Weekly, 2019   | Yes                        | 0  |

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

## School Facility Conditions and Planned Improvements

### School Facility Conditions -- General Information

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).

The following procedures are implemented to ensure the safety of scholars and staff of the Bret Harte community: 1) At 7:50 am, the gate closest to the cafeteria is unlocked for scholars to enter and have breakfast. 2) Students are supervised in the cafeteria during breakfast and lunch by yard duty supervisors. 3) All recesses are supervised by yard duty supervisors, in addition to the campus assistant and administrative staff. 4) To ensure a safe exit from campus, students walk to their grade level's designated gate while being monitored by yard duty supervisors and administrative staff. 5) PeaceBuilders language and strategies are modeled by staff, scholars and families to promote a safer and happier learning environment. 6) The character trait for each month is promoted in various ways and culminates with a student of the month assembly that recognizes students who embody the trait. 7) The district Student Conduct Code is enforced.

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 multipurpose/cafeteria room, library, early childhood education program, a parent volunteer center, and an administration office. The main campus was built in 1950 and opened in 1950.

Our school's efforts to keep students safe on school grounds before, during, and after school include many components. Traffic Patrol members are on duty daily from 8:00 AM - 8:25 AM and 2:25 PM - 2:45 PM. All students, both pedestrian and cyclists are required to obey Traffic Patrol rules. All bicycles must be walked on campus and riders must wear helmets. Adult yard supervision is provided before school, during morning and lunch recesses, and after school.

### Maintenance and Repair:

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service. Emergency repairs are given the highest priority. The school facility is in overall good repair.

**Cleaning Process and Schedule:**

The Operations Department has adopted cleaning standards for all schools in the district. A summary of these standards are available at the school office, or at the Maintenance & Operations office. The Maintenance & Operations Department works continuously with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

**Deferred Maintenance:**

The District participated in the State School Deferred Maintenance Program, which provided flexible state matching funds to assist school districts with expenditures for major repair or replacement of existing school facilities components. State contributions to this Program ended in the 2012-13 school year. Deferred Maintenance typically includes paving, roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting and floor systems. Carry-over funds for deferred maintenance projects throughout the District in Funds 01 and 14 have been exhausted. The Board has authorized the General Fund (Fund 01) to annually contribute \$2 million to Facility Maintenance (Fund 14) to be used for new construction and maintenance projects throughout the District, \$2 million to Routine Restricted Maintenance (Fund 14) for maintenance projects throughout the District and \$2 million to Facility Improvements (Fund 40) for the District’s high schools. Identified needed repairs are weighed against all other District site repairs and the most urgent repairs are addressed first.

Data provided by LEA. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

**School Facility Good Repair Status**

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

**Year and month of the most recent FIT report: 08/10/2020**

| System Inspected  | Rating | Repair Needed and Action Taken or Planned |
|---|--------|---|
| <b>Systems: Gas Leaks, Mechanical/HVAC, Sewer</b>                 | Good   | 2 toilets leaks at the spud.              |
| <b>Interior: Interior Surfaces</b>                                | Good   |   |
| <b>Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation</b> | Good   |   |
| <b>Electrical: Electrical</b>                                     | Good   | 2 of 2 blow dryers do not function        |
| <b>Restrooms/Fountains: Restrooms, Sinks/ Fountains</b>           | Good   | 2 of 2 drinking fountains are loose       |
| <b>Safety: Fire Safety, Hazardous Materials</b>                   | Good   |   |
| <b>Structural: Structural Damage, Roofs</b>                       | Good   |   |

| System Inspected  | Rating | Repair Needed and Action Taken or Planned |
|---|--------|---|
| External: Playground/School Grounds, Windows/Doors/Gates/Fences | Good   |   |
| Overall Rating  | Good   |   |

## 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, which 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); and
- 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.

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

| Subject  | School 2018-19 | School 2019-20 | District 2018-19 | District 2019-20 | State 2018-19 | State 2019-20 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| English Language Arts/Literacy (grades 3-8 and 11) | 14             | N/A            | 31               | N/A              | 50            | N/A           |
| Mathematics (grades 3-8 and 11)                    | 11             | N/A            | 22               | N/A              | 39            | N/A           |

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: 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.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

### CAASPP Test Results in ELA by Student Group

#### Grades Three through Eight and Grade Eleven (School Year 2019-2020)

| Student Group                    | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|----------------------------------|------------------|---------------|----------------|--------------------|-------------------------|
| All Students                     | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Male                             | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Female                           | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Black or African American        | N/A              | N/A           | N/A            | N/A                | N/A                     |
| American Indian or Alaska Native | N/A              | N/A           | N/A            | N/A                | N/A                     |

| Student Group                                 | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| Asian   | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Filipino                                      | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Hispanic or Latino                            | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Native Hawaiian or Pacific Islander           | N/A              | N/A           | N/A            | N/A                | N/A                     |
| White   | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Two or More Races                             | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Socioeconomically Disadvantaged               | N/A              | N/A           | N/A            | N/A                | N/A                     |
| English Learners                              | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Students with Disabilities                    | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Students Receiving Migrant Education Services | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Foster Youth                                  | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Homeless                                      | N/A              | N/A           | N/A            | N/A                | N/A                     |

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

| Student Group                       | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|-------------------------------------|------------------|---------------|----------------|--------------------|-------------------------|
| All Students                        | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Male                                | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Female                              | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Black or African American           | N/A              | N/A           | N/A            | N/A                | N/A                     |
| American Indian or Alaska Native    | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Asian                               | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Filipino                            | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Hispanic or Latino                  | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Native Hawaiian or Pacific Islander | N/A              | N/A           | N/A            | N/A                | N/A                     |
| White                               | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Two or More Races                   | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Socioeconomically Disadvantaged     | N/A              | N/A           | N/A            | N/A                | N/A                     |
| English Learners                    | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Students with Disabilities          | N/A              | N/A           | N/A            | N/A                | N/A                     |

| Student Group                                 | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| Students Receiving Migrant Education Services | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Foster Youth                                  | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Homeless                                      | N/A              | N/A           | N/A            | N/A                | N/A                     |

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

## CAASPP Test Results in Science for All Students

### Grades Five, Eight, and High School

#### Percentage of Students Meeting or Exceeding the State Standard

| Subject                               | School 2018-19 | School 2019-20 | District 2018-19 | District 2019-20 | State 2018-19 | State 2019-20 |
|---------------------------------------|----------------|----------------|------------------|------------------|---------------|---------------|
| Science (grades 5, 8 and high school) | 6              | N/A            | 15               | N/A              | 30            | N/A           |

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

## 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 areas of physical education.

## California Physical Fitness Test Results (School Year 2019-2020)

| Grade Level | Percentage of Students Meeting Four of Six Fitness Standards | Percentage of Students Meeting Five of Six Fitness Standards | Percentage of Students Meeting Six of Six Fitness Standards |
|-------------|--|--|---|
| 5           | N/A  | N/A  | N/A   |
| 7           | N/A  | N/A  | N/A   |
| 9           | N/A  | N/A  | N/A   |

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

## 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 for the school district and each school site

### Opportunities for Parental Involvement (School Year 2020-2021)

Parents of Bret Harte scholars can become involved in school activities by attending Parent Involvement and Engagement Committee Meetings, English Learner Parent Partnership Committee Meetings, School Site Council, Cookies with Conteh Meetings (2nd Cup of Coffee), Attendance Patrol, and Library Club. All parents receive a calendar with every scheduled parent meeting included. Additionally, newsletters, flyers and phone calls are made to effectively communicate the details regarding parent involvement events.



Ariana Lopez, Administrative Assistant I (209) 574-1952

Marla Conteh, Parent Engagement/Involvement (209) 574-1952

Marla Conteh, School Site Council (209) 574-1952

Gustavo Duran, ELAC Committee (209) 574-1952

Currently Vacant, PTA President

### 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

(data collected between July through June, each full school year respectively)

| Rate        | School 2017-18 | School 2018-19 | District 2017-18 | District 2018-19 | State 2017-18 | State 2018-19 |
|-------------|----------------|----------------|------------------|------------------|---------------|---------------|
| Suspensions | 1.3            | 0.7            | 3.6              | 2.8              | 3.5           | 3.5           |
| Expulsions  | 0.0            | 0.0            | 0.0              | 0.0              | 0.1           | 0.1           |

### Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

| Rate        | School 2019-20 | District 2019-20 | State 2019-20 |
|-------------|----------------|------------------|---------------|
| Suspensions | 1.71           | 4.9              | N/A           |
| Expulsions  | 0              | 0.0              | N/A           |

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

### School Safety Plan (School Year 2020-2021)

Bret Harte is located in a low socio-economic area in a South Modesto neighborhood community. In an effort to create and foster a secure learning environment, an abundance of services and resources are available to our learning community including: After School Learning Program, Peacebuilders, and Second Cup of Coffee Meetings for Parents. Discipline and Character Education assemblies and classroom teacher presentations provide learning experiences that promote and celebrate differences. Teachers also review the conduct code and sexual harassment procedures.

The Bret Harte School Safety plan was reviewed and designed to provide information regarding the safety of students in all situations. The components include Safety & Crisis/Lockdown procedures, Pedestrian Safety guidelines, Student Management procedures, Attendance guidelines and Bret Harte's Site Dress Code Policy. The safety plan was last reviewed, updated and discussed with the Site Safety Committee on October 1, 2020.

## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### Average Class Size and Class Size Distribution (Elementary)

| Grade Level | 2017-18            | 2017-18                    | 2017-18                     | 2017-18                   | 2018-19            | 2018-19                    | 2018-19                     | 2018-19                   | 2019-20            | 2019-20                    | 2019-20                     | 2019-20                   |
|-------------|--------------------|----------------------------|-----------------------------|---------------------------|--------------------|----------------------------|-----------------------------|---------------------------|--------------------|----------------------------|-----------------------------|---------------------------|
|             | Average Class Size | # of Classes*<br>Size 1-20 | # of Classes*<br>Size 21-32 | # of Classes*<br>Size 33+ | Average Class Size | # of Classes*<br>Size 1-20 | # of Classes*<br>Size 21-32 | # of Classes*<br>Size 33+ | Average Class Size | # of Classes*<br>Size 1-20 | # of Classes*<br>Size 21-32 | # of Classes*<br>Size 33+ |
| K           | 29                 |                            | 4                           | 1                         | 29                 |                            | 4                           | 5                         | 24                 | 1                          |                             |                           |
| 1           | 29                 |                            | 4                           | 1                         | 29                 |                            | 4                           | 1                         | 24                 |                            | 5                           |                           |
| 2           | 28                 |                            | 5                           | 1                         | 27                 |                            | 4                           | 1                         | 23                 | 4                          |                             | 1                         |
| 3           | 27                 |                            | 5                           | 1                         | 25                 |                            | 5                           | 1                         | 23                 |                            | 5                           |                           |
| 4           | 37                 |                            | 4                           | 1                         | 29                 |                            | 4                           | 1                         | 22                 | 1                          | 5                           |                           |
| 5           | 38                 |                            | 2                           | 2                         | 33                 |                            | 5                           | 1                         | 26                 | 1                          | 4                           |                           |
| 6           | 36                 |                            | 2                           | 4                         | 34                 |                            | 2                           | 3                         | 26                 |                            | 5                           |                           |
| Other**     | 25                 |                            | 1                           |                           |                    |                            |                             |                           | 18                 | 1                          | 1                           |                           |

\*Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

### Ratio of Pupils to Academic Counselor (School Year 2019-2020)

| Title                | Ratio |
|----------------------|-------|
| Academic Counselors* | 0     |

\*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.

### Student Support Services Staff (School Year 2019-2020)

| Title   | Number of FTE*<br>Assigned to School |
|---|--------------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) |                                      |
| Library Media Teacher (Librarian)                             |                                      |
| Library Media Services Staff (Paraprofessional)               |                                      |
| Psychologist  | 0.6                                  |
| Social Worker   |                                      |
| Nurse   | 0.9                                  |
| Speech/Language/Hearing Specialist                            | 1.2                                  |
| Resource Specialist (non-teaching)                            |                                      |
| Other   | 3.9                                  |

\*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.

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018-2019)

| Level       | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|-------------|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site | 13,714.61                    | 4,513.54                            | 9,201.08                              | 101,814.22             |
| District    | N/A                          | N/A                                 | 9,699.56                              | 93,066                 |

| Level  | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|--|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| <b>Percent Difference - School Site and District</b> | N/A                          | N/A                                 | -5.3                                  | 9.0                    |
| <b>State</b>   | N/A                          | N/A                                 | \$7,750                               | 82,746                 |
| <b>Percent Difference - School Site and State</b>    | N/A                          | N/A                                 | -20.3                                 | 20.7                   |

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

### Types of Services Funded (Fiscal Year 2019-2020)

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/district/lcff-and-lcap> . The most recent LCAP can be found here: <https://www.mcs4kids.com/district/lcff-and-lcap/workshops-2019-2020> . 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. Due to the Covid-19 pandemic, the district prepared a Learning Continuity Plan in accordance with State requirements. The LCP outlines how the district has addressed the demands of the pandemic.

### Teacher and Administrative Salaries (Fiscal Year 2018-2019)

| Category   | District Amount | State Average For Districts In Same Category |
|--|-----------------|--|
| <b>Beginning Teacher Salary</b>                      | 61,523          | 50,029                                       |
| <b>Mid-Range Teacher Salary</b>                      | 93,066          | 77,680                                       |
| <b>Highest Teacher Salary</b>                        | 114,050         | 102,143                                      |
| <b>Average Principal Salary (Elementary)</b>         | 126,595         | 128,526                                      |
| <b>Average Principal Salary (Middle)</b>             | 136,514         | 133,574                                      |
| <b>Average Principal Salary (High)</b>               | 149,971         | 147,006                                      |
| <b>Superintendent Salary</b>                         | 250,000         | 284,736                                      |
| <b>Percent of Budget for Teacher Salaries</b>        | 32.56%          | 32.81%                                       |
| <b>Percent of Budget for Administrative Salaries</b> | 5.94%           | 5.02%  |

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

### Professional Development (Most Recent Three Years)

| Measure  | 2018-19 | 2019-20 | 2020-21 |
|--|---------|---------|---------|
| <b>Number of school days dedicated to Staff Development and Continuous Improvement</b> | 5       | 5       | 9       |

Professional development in MCS is data driven using research-based best practices to ensure our students receive 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, an Induction (formerly BTSa) and Peer Assistance Review (PAR) program. For the second year, MCS has provided the opportunity for 0.5% compensation for those who choose to complete an extra six hours of professional development.

MCS has prioritized our focus on mathematics, literacy across grades and content areas, collaboration, welcoming schools/customer service, 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. In the 2019-2020 academic year, a new division (Curriculum and Instruction & Professional Development) was also created in order to increase the quality and quantity of professional development provided to classified, certificated, and managers alike.