

# Hanshaw Middle School

## School Accountability Report Card

### Reported Using Data from the 2017-18 School Year

#### Published During 2018-19

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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://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).

#### **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.

## **About This School**

#### **Contact Information (School Year 2018-19)**

<b>School Contact Information</b>	
<b>School Name</b>	Hanshaw Middle School
<b>Street</b>	1725 Las Vegas St
<b>City, State, Zip</b>	Modesto, CA 95358
<b>Phone Number</b>	(209) 574-1794
<b>Principal</b>	Lori Jonas
<b>E-mail Address</b>	jonas.l@monet.k12.ca.us
<b>Web Site</b>	<a href="https://hanshaw.mcs4kids.com/">https://hanshaw.mcs4kids.com/</a>
<b>CDS Code</b>	50711676110068

<b>District Contact Information</b>	
<b>District Name</b>	Modesto City Elementary School District
<b>Phone Number</b>	(209) 574-1500
<b>Superintendent</b>	Sara Noguchi, Ed.D
<b>E-mail Address</b>	fortuna.b@monet.k12.ca.us
<b>Web Site</b>	www.mcs4kids.com

### **School Description and Mission Statement (School Year 2018-19)**

Hanshaw Middle School is located in the southwest section of Modesto, California. Hanshaw is one of four comprehensive junior high schools in Modesto City School system. Our enrollment consists of 883 7th and 8th grade students. Hanshaw’s student population consists of the following feeder schools, Bret Harte, Fairview, Martone, Robertson Road, Shackelford, and Tuolumne.

Our instructional program is a blend of academic and enrichment classes that help students prepare for high school and higher learning. Students are scheduled into academic classes: Language Arts, Mathematics, Science, History Social Science, and Physical Education. An extra period of Language Arts and or Mathematics/M180 is offered to students in need of additional support and who have scored basic or below on the California State Test. In addition, students who are English Learners will be scheduled into an Academic Language Development (ALD) or Read180 class. Our ALD classes strategically focus on teaching students academic language, vocabulary, intensive writing strategies, and building prior and background knowledge. Our Read180 classes are a comprehensive reading and writing system of curriculum, instruction, assessment, and professional development proven to raise reading achievement for struggling readers for any student reading two or more years below grade-level. Hanshaw also has the Dual Language Academy (DLA) for 7th and 8th graders to help them be proficient in both English and Spanish. These students have been enrolled in the DLA in elementary school and now have the opportunity to continue Learning in English and Spanish in their social studies class and as well as enrolled in a Spanish class taught in Spanish.

Three additional programs offered here at Hanshaw are Resource, Learning Handicap, and Severely Handicap. Our Resource course is designed to assist students with assignments and instruction from general education classes. The Learning Handicap course is designed primarily for students who are capable of meeting the district’s approved academic program for graduation, but who require modifications of the curriculum. Lastly, the objective of our Severely Handicap course provides students with functional academic skills using adaptive state standards as well as working on life skills.

For enrichment, students have the opportunity to ballot for one of the following elective classes; computers, AVID, exploring technology, leadership and music. Students gain additional support through our After School Education and Safety (ASES) Program, and TRIO. This allows our students multiple opportunities to explore various career paths and/or extracurricular activities.

#### **Mission Statement**

We believe ALL students can learn in a safe environment, designed to ensure future success in a highly connected world. We expect all members of the Hanshaw School community to treat each other with dignity and respect. Students will attend school, be prepared, and ready to learn. ALL community members will collaborate as a team to create and sustain this academic learning environment at Hanshaw. We will celebrate the academic and social growth of our Hanshaw community

#### **State Priority: Parental Involvement**

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

### Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Grade 7	456
Grade 8	420
<b>Total Enrollment</b>	<b>876</b>

### Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	1.3
American Indian or Alaska Native	0.6
Asian	2.1
Filipino	0.0
Hispanic or Latino	88.9
Native Hawaiian or Pacific Islander	0.1
White	3.4
Socioeconomically Disadvantaged	98.4
English Learners	34.7
Students with Disabilities	17.0
Foster Youth	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			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	36	44	40	697
Without Full Credential	3	0	1	21
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	0
<b>Total Teacher Misassignments *</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Vacant Teacher Positions</b>	<b>0</b>	<b>0</b>	<b>0</b>

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 Instructional Materials (School Year 2018-19)**

**Year and month in which data were collected:** December 2015

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 Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	StudySync, 2018  Read 180: HMH rBook and HMH LBook, Stage B Next Generation; HMH 44Book, Stage B HMH Next Generation (paperback and audio) Book Collection; HMH Topic Software, Next Generation  Designated ELD Course: Language Central, Pearson Reality Central, Pearson	Yes	0
<b>Mathematics</b>	Math 7/Math 7 Honors: Utah Middle School Math Grade 7, Rossi, Cummins, Wiley, 2014  Math 8/Math 8 Honors: Utah Middle School Math Grade 8, Rossi, Cummins, Wiley, 2014  Math 180 Course I: Math 180 Course I mSpace, Scholastic  Pre Secondary Math I Honors: Utah Middle School Math Grade 7, Rossi, Cummins, Wiley; Utah Middle School Math Grade 8, Rossi, Cummins, Wiley, 2014  Secondary Math I Honors: Secondary One Mathematics: An Integrated Approach, Mathematics Vision Project, 2017	Yes	0
<b>Science</b>	Glencoe, 2007	Yes	0
<b>History-Social Science</b>	McGraw-Hill, California IMPACT, 2019	Yes	0
<b>Foreign Language</b>	Spanish 1, 2, 3, 4: Prentice Hall, 2007	Yes	0
<b>Health</b>	Health, Glencoe, 2005	Yes	0

**School Facility Conditions and Planned Improvements (Most Recent Year)**

School Facility Conditions – General Information (Most Recent Year)

Please review and update the information below as needed.

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).

Lakewood School is proud to provide a safe haven for children and strictly follows the District's guidelines for school safety, discipline, and drug prevention. Lakewood School has been part of the Safe Schools Project. Campus Club childcare is offered before and after school. All staff have been issued Lakewood School MCS identification badges. All visitors are required to sign in/out and pick up a guest sticker. The principal and staff monitor the parking lot in the morning and afternoon on a daily basis. The School's Safety Committee is comprised of the principal, staff, and parents. Lakewood School has a closed parking lot monitored by our student safety patrol and staff. The campus is closed after 6:30 pm on the weekdays and on the weekends. Lakewood staff works with community members who are interested in using the facilities before and after school. The Safety Plan and Emergency Crisis Plan are modified yearly and as needed. These plans include procedures for school safety issues, release of students, and all emergency drills. Regular Safety Committee meetings are scheduled at the school site. This committee responds to student, parent and staff-generated safety concerns. Office personnel update the Crisis Response Kit annually. The school nurse maintains records and provides in-services of student health care plans to teachers, students, secretaries, and the principal.

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 20 classrooms, a multipurpose room, library, and an administration office and cafeteria. The main campus was built in 1978. Additions were constructed in 1988, and 1998. Five portable classrooms were constructed over the periods of 1988, 1998 and 2001. The school opened in 1978.

#### 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 district governing board has adopted cleaning standards for all schools in the district. A summary of these standards are available at the school office, or at the district office. The Principal works continually with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

#### Deferred Maintenance Budget:

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. For the 2016-17 school year, the district budgeted \$0.69 million out of the District General Fund carry-over funds for deferred maintenance projects throughout the District. The District also has 1.28 million of carry-over funds in Fund 14 Deferred Maintenance Fund available for deferred maintenance projects throughout the District. Identified needed repairs are weighed against all other District site repairs and the most urgent repairs are addressed first.

**School Facility Good Repair Status (Most Recent Year)**

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 overall rating

<b>School Facility Good Repair Status (Most Recent Year)</b> <b>Year and month of the most recent FIT report: 9/06/2018</b>		
<b>System Inspected</b>	<b>Repair Status</b>	<b>Repair Needed and Action Taken or Planned</b>
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	Urinal 7 does not flush. Toilet 2 leaks at the base. Toilets 2 and 3 leak at the vacuum breaker.
<b>Interior:</b> Interior Surfaces	Good	Carpet is pulled up.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	Fire Extinguisher is inaccessible. #11:Hazardous Materials--Chemicals labeled "Keep Out of Reach of Children" are stored on the counter. More than 20% of the walls are covered in paper products.
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

**Overall Facility Rating (Most Recent Year)**

<b>Year and month of the most recent FIT report: 9/06/2018</b>	
<b>Overall Rating</b>	<b>Good</b>

## 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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	20.0	22.0	28.0	31.0	48.0	50.0
Mathematics (grades 3-8 and 11)	12.0	14.0	19.0	21.0	37.0	38.0

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 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	826	818	99.03	22.03
Male	410	406	99.02	17.04
Female	416	412	99.04	26.94
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	16	16	100.00	43.75
Hispanic or Latino	736	728	98.91	21.87
Native Hawaiian or Pacific Islander	--	--	--	--
White	31	31	100.00	16.13
Two or More Races	11	11	100.00	27.27
Socioeconomically Disadvantaged	816	808	99.02	21.69
English Learners	572	569	99.48	17.61
Students with Disabilities	125	124	99.20	3.23
Students Receiving Migrant Education Services	25	25	100.00	12.00
Foster Youth	--	--	--	--

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

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	827	818	98.91	13.94
Male	410	406	99.02	11.33
Female	417	412	98.8	16.5
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	16	16	100	37.5
Hispanic or Latino	737	728	98.78	13.19
Native Hawaiian or Pacific Islander	--	--	--	--
White	31	31	100	16.13
Two or More Races	11	11	100	9.09
Socioeconomically Disadvantaged	817	808	98.9	13.61
English Learners	573	569	99.3	10.72
Students with Disabilities	125	124	99.2	2.42
Students Receiving Migrant Education Services	25	25	100	12
Foster Youth	--	--	--	--

Note: 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.

Note: 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.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Science for All Students  
Grades Five, Eight, and Ten**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.



## 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 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	24.6	17.8	21.1

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.

## 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 2018-19)

Quality Parent Programs: Hanshaw Middle School provides and works collaboratively with other agencies to provide a variety of parent programs to help parents and increase parental involvement through the Healthy Start Program which is a school, agency and community partnership designed to improve and expand student support referrals and advocacy to assist students and their families. Parent Involvement: ELLP, School Site Council, Parent Classes: (a) C.U.P.P. (Community United Parent Project) parent meetings, (b) Parent Support Program, (c) parent resources, (d) Soroptimist Christmas Program/Food Drive, CACE Conferences, Site Committee Trainings, Trainings offered by State and Federal, Site Representatives on District Committees, Safety Committee, School Student Orientations, Back to School Night and Open House Community Involvement, Manos Unidas (South Modesto Community Parent Group), Parents Make A Difference Parent Conference and Annual Binational Health Fair. For further information on how to get involved in school activities please contact:

Jamie Fuentes at (209) 574-1638

### 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

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	7.8	9.6	12.9	3.9	3.7	3.6	3.7	3.7	3.5
Expulsions	0.0	0.0	0.2	0.0	0.0	0.0	0.1	0.1	0.1

### School Safety Plan (School Year 2018-19)

Hanshaw continues its PBIS components to decrease negative behaviors on campus. We also have three campus supervision monitors to help supervise the campus.

School crisis (emergency) procedures (including predetermined evacuation routes and location and lock down procedures). Teachers are provided with a Safety and Emergency Reference guide that indicates the Campus Emergency Action Plan. The Safety Plan is reviewed and approved by the Safety committee each year.

We also share the most common emergency procedure that we will encounter in a given year. They are the Lockdown, Evacuation, Secure Campus and the Drop, Duck, Cover and Hold On procedure.

We have staff monitor the front gate along with a campus supervisor and at least 1 (usually 2) safety officer to ensure kids are being picked up safely and that traffic flows in a safe general direction.

When the Safety Committee meets the parents are notified via a phone dialer.

Our Site Specific Dress code is also included in that folder. We review the dress code with all the social studies classes when the conduct code is reviewed.

School area pedestrian safety plan: Students are encouraged to use the buddy system, use designated crossing areas to cross the street. Avoid the canals, do not walk down middle of the street and do not accept ride from strangers.

Safety hotline implementation plan: the number is disseminated and distributed to the staff, students and kids are made aware from posters posted around school. Supervision staff checks the messages weekly.

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

Subject	2015-16			2016-17			2017-18					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	24.0	20	23	6	25.0	13	27	7	25.0	20	15	12
Mathematics	10.0	8			10.0	7	2		25.0	8	21	7
Science	28.0	5	18	7	27.0	3	21	6	26.0	8	19	7
Social Science	28.0	5	20	5	27.0	5	17	8	26.0	8	16	9

Note: Number of classes indicates how many classrooms 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.

#### Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2.4	536
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0.5	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	0.6	N/A
Social Worker	0	N/A
Nurse	1	N/A
Speech/Language/Hearing Specialist	0.5	N/A
Resource Specialist (non-teaching)	3.0	N/A
Other	0	N/A

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

\*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 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$11,4400.20	\$3,800.23	\$7,639.96	\$88,988.21
District	N/A	N/A	\$9,091.59	\$86,473
Percent Difference: School Site and District	N/A	N/A	-17.4	2.9
State	N/A	N/A	\$7,125	\$79,128
Percent Difference: School Site and State	N/A	N/A	7.0	11.7

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

### Types of Services Funded (Fiscal Year 2017-18)

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-2017-2018>. 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.

### Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$56,836	\$47,903
Mid-Range Teacher Salary	\$86,473	\$74,481
Highest Teacher Salary	\$105,363	\$98,269
Average Principal Salary (Elementary)	\$117,964	\$123,495
Average Principal Salary (Middle)	\$123,319	\$129,482
Average Principal Salary (High)	\$141,271	\$142,414
Superintendent Salary	\$253,236	\$271,429
Percent of Budget for Teacher Salaries	32.94%	34.64%
Percent of Budget for Administrative Salaries	5.20%	5.14%

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

### Professional Development (Most Recent Three Years)

Professional Development opportunities are designed to assist educators with effective educational practices designed to increase student outcomes. Opportunities are varied and include guest speaker presentations, conferences, after school workshops or training, collaboration, individual mentoring, etc. Professional Development is often specific to accommodate various grade levels and/or content areas.

2016-17:

- Leverage Learning – PLC Leadership Teams
- DuFour PLC Teams
- Anita Archer K-12 Writing and Literacy
- Steve Ventura – Visible Learning K-12
- Alan November – Future Ready Tech Training 7-12
- Horacio Sanchez Culture TK – 12
- Instructional Technology
- Instructional Rounds/Walkthroughs
- ELA Pilot Training K-6 and 9-12

Anita Archer K-12 Writing and Literacy  
Literacy Strategies 7-12  
Step Up to Writing K-2  
Lessoneer Digital Curriculum 7-12  
Fractions 3-5  
Positive Behavior Intervention and Support (PBIS)  
Effective Classroom Management  
Restorative Practices  
DIBELS for New Educators K-1  
DIBELS Grade 2  
Math Vision Project (MVP) Curriculum 9-12  
Math Lesson Design 7-8  
NGSS Science Implementation 7-8  
NGSS Science Equipment & Technology 9-12  
CTE Career Training 9-12  
Document Based Questioning (DBQ) for Social Sciences 9-12

2017-18:

Professional Learning Community Conference  
Leverage Learning – PLC Leadership Teams  
Restorative Practices  
Luis Cruz – Transforming School Culture  
AVID summer institute  
Positive Behavior Intervention and Support (PBIS)  
Restorative Practices  
Math Lesson Design and Assessments 7-8  
NGSS Science Implementation 7-8  
Math Vision Project (MVP) Curriculum 9-12  
NGSS Science Implementation 9-12  
Math Vision Project (MVP) Lesson planning and Instructional practices 9-12  
Science Safety Training.  
Anita Archer – Effective Instructional Practices  
College and Career Four-Year Planning  
Kate Kinsella – Essential Instructional Routines / Designated & Integrated ELD  
Designated ELD Instruction within Wonders Curriculum  
Technology  
JW Pepper  
Best Practices and Overview of Dyslexia  
Effective Instruction for Severe Programs  
Direct Instruction in Moderate-Severe Programs  
Effective Assessment Practices and Reporting  
Identifying Assessment Tools  
Curriculum Implementation Support  
One-one Procedures and Guidelines  
Standards Progression – Math I, II, III, Pre-Calculus  
Academic Discourse and Language Acquisition, Collaborative Conversations  
Math 180 Data Analysis  
Suicide Prevention  
2016 History Social Science Framework: An introduction to Content Shifts, Instructional Shifts, Access, and Equity  
Strategies for Formative Feedback in a Digital Classroom  
Schology  
CAG conference for GATE teachers  
ISTE conference for CLT teachers  
DBQ training for GATE  
Recorders for prep providers  
Read 180 Implementation  
Read 180 Follow-up

AVID Excel Tutor Training  
AVID "10-2-2" Instructional Strategy  
AVID Focused Note-Taking  
Study Sync Curriculum Trainings  
AVID "WICORizing" a Lesson training  
AVID Excel Video Professional Learning Sessions  
EL Shadow Training  
ELPAC Training  
Gr TK-6 ELA Wonders Curriculum  
Gr K-2 Reading Mastery  
Gr 3-6 Corrective Reading  
Gr 6 Number Talks  
Gr 3-5 Fractions  
Gr 3-5 Genre Writing

2018-19:

EdTech Teachers Instructional Technology Training  
K-12 Visible Learning Conference  
K-2 Reading Mastery  
TK-6 Fair Act Training  
TK-6 PD NGSS Overview  
2016 History Social Science Framework  
3-5 Genre Writing  
3-6 Corrective Reading

7-8 ELA StudySync 2.0  
7-8 ELA StudySync Curriculum Implementation  
7-8 Math: Deeper Dive into the CAASPP Blueprint and Item Types  
7-8 Math: Learning Intentions & Success Criteria for Grade Level Priority Standards  
7-8 NGSS Science Overview  
7-8 Percussion Pedagogy for Music Teachers  
7-8 Social Science Curriculum (Impact) Implementation  
7-8 Social Science Impact 2.0 Training  
7-8 String Pedagogy for Music Teachers  
7-8 Taking Action: Implementing Effective Mathematics Teaching Practices  
7-8 ALD Monthly PD Meetings

7-12 Advanced OneNote  
7-12 AVID Excel Tutor Training  
7-12 AVID Professional Development Modules  
7-12 AVID Summer Institute  
7-12 AVID Writing in the Margins and Questioning Strategies  
7-12 Bilingual English Learner Leadership Network SJCOE  
7-12 CAASPP Math Assessments  
7-12 Collaboration 'How To's' for Math  
7-12 Desmos  
7-12 Discrete Math for Junior High and High School  
7-12 EL Shadow Training  
7-12 ELA Performance Task Writing  
7-12 ELPAC Training/EL Alliance Conference  
7-12 Geometry for the Common Core  
7-12 Kristin Anderson – Teacher Efficacy  
7-12 Kristin Anderson – Training for Principals and Teacher Leaders for Building Self and Collective Efficacy  
7-12 Leverage Learning – PLC Leadership Teams  
7-12 Librarian Site & State Database Online Resources: Britannica, Proquest, Follett  
7-12 Library Collaboration Strategies: Naviance; Library Websites; StanCo Library; GVRL course-specific collections; IC Collections  
7-12 Math 180

7-12 NGSS 3D Assessments  
7-12 NGSS Cross Cutting Concepts  
7-12 OneNote in the Math Classroom  
7-12 PBIS Tier 2 & 3 Supports: Working with Agitated Students  
7-12 Positive Behavior Intervention and Support (PBIS)  
7-12 Professional Learning Community Conference  
7-12 Read 180 Cadre PD  
7-12 Read 180 Follow-up PD  
7-12 Read 180 Implementation PD  
7-12 Restorative Practices  
7-12 Restorative Practices  
7-12 Schoology Assessments  
7-12 Science Safety Training  
7-12 Suicide Prevention Training  
7-12 Trauma Informed Practices for Counselors

9-12 ALD Monthly PD Meetings  
9-12 ALD New Curriculum (Edge) Training  
9-12 Biology Curriculum  
9-12 California State Athletic Directors' Conference  
9-12 Chemistry Curriculum  
9-12 Conducting Clinic for Instrumental and Vocal Music  
9-12 Earth Science/Physics - NGSS Implementation  
9-12 ELA StudySync New Teacher Curriculum Training  
9-12 ELA StudySync Refresher  
9-12 Every 15 Minutes Training  
9-12 Floral Certification Training  
9-12 Health Teacher Curriculum Training – CHYA; Suicide Prevention; Student Wellness; Human Trafficking  
9-12 Jazz Studies for Instrumental Music  
9-12 Math Vision Project (MVP) Curriculum  
9-12 Naviance for Counselors  
9-12 New ALD (Designated ELD) Teacher Training  
9-12 Pre-AP English Course Curriculum Training  
9-12 Sexual Health Educator Training  
9-12 Teaching Strings for Instrumental Music  
American Heritage Essay Writing  
DBQ Training  
UC, Davis California History/Social Science Project