

Peter Johansen High School
School Accountability Report Card
Reported Using Data from the 2016-17 School Year
Published During 2017-18

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 2017-18)

School Contact Information	
School Name	Peter Johansen High School
Street	641 Norseman Dr.
City, State, Zip	Modesto, CA 95357
Phone Number	(209) 574-1760
Principal	Nathan Schar
E-mail Address	schar.n@monet.k12.ca.us
Web Site	https://johansen.mcs4kids.com/
CDS Code	50711755030135

District Contact Information	
District Name	Modesto City Elementary School District
Phone Number	(209) 574-1500
Superintendent	Pam Able
E-mail Address	fortuna.b@monet.k12.ca.us
Web Site	www.mcs4kids.com

School Description and Mission Statement (School Year 2017-18)

Johansen High School opened in the fall of 1992 and is one of seven large comprehensive public high schools in the Modesto City Schools District, 30,000 ADA, which serves a community of 207,000 residents in the central valley of California. Johansen’s student population resides primarily in the neighboring town of Empire and the southeastern portion of Modesto, an area that has seen substantial growth over the last ten years. The economic base of the community is shifting from primarily agriculture to a blend of agriculture, light industry, manufacturing, building construction, and other service-related businesses. The community has taken great pride in this “state of the art” high school that provides students with an exceptional facility in which to learn. Johansen High School was selected in the spring of 2006 as a Model School for California Region 6 (1 of 12 in the state) through the Stanislaus County Office of Education and the California Department of Education to participate in the Successful Practice Network, a part of Willard Dagget’s International Center for Leadership in Education with its focus on Rigor, Relevance, and Relationships.

The Johansen campus encompasses 90 classrooms and labs, a large gymnasium, an auditorium and a modern technology-rich library. It also includes a complete complex of athletic fields, stadium, and Olympic swimming pool. The school has a diverse student body of over 1750 students comprised of several ethnic groups.

Johansen High School provides a rich curriculum designed to meet the needs of its diverse student population. Students have access to a variety of academic programs tailored to meet their needs. Johansen High School places a high priority on improving the instructional program. Students are scheduled into classes with careful consideration given to their abilities and needs. Johansen’s instructional program includes courses for English Learners, grade level instruction, College Preparatory, Pre-AP/GATE and Advanced Placement. Nearly all students in grades 9, 10, and 11 are in college preparatory academic programs. Johansen High School offers a strong Advanced Placement curriculum that provides a focused academic challenge to the advanced students. In addition, students may take a Pre-AP/GATE curriculum that prepares them for Advanced Placement courses or a College Prep strand that prepares them to enter the university system. Over 80% of Johansen’s graduates continue their education at universities or community colleges. Rich vocational education programs articulated with ROP courses and Modesto Junior College prepare students to enter the world of work. The award-winning Education Human Development Academy affords students the opportunity to work with young children at the on-campus preschool and at local elementary schools. Johansen’s Agriculture Academy, the Industrial Technology and Engineering Academy, Digital Arts and Technology Advancement pathway, and course strand for the English Learner provide students with career pathways leading to employment or college. The needs of special education students are met in Special Day Classes (SDC) and the Resources Specialist Program (RSP).

Technology is a major focus that is infused into the curriculum and used to strengthen the integrated instruction that occurs across disciplines. Every staff member has access to computerized resources. Every student has a laptop computer to use for the digital curriculum in ELA, as well as, a supplementary tool in all other subject areas. Four computer labs are equipped with computers to support our high level computer and digital arts programs. One additional lab is available for classes to work on projects that integrate technology into the curriculum. Communication on campus and with the community is enhanced with the exchange of electronic media, and parents can correspond with their son’s or daughter’s teachers directly by email or check their own student’s grades and attendance on Power School.

JOHANSEN HIGH SCHOOL MISSION STATEMENT

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

JOHANSEN HIGH SCHOOL
SCHOOLWIDE LEARNER OUTCOMES

COMMUNICATE

All Students

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

COLLABORATE

All Students

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

CELEBRATE

All Students

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

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Grade 9	472
Grade 10	469
Grade 11	445
Grade 12	381
Total Enrollment	1,767

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	3.2
American Indian or Alaska Native	0.3
Asian	2.9
Filipino	0.3
Hispanic or Latino	65
Native Hawaiian or Pacific Islander	1.5
White	20
Two or More Races	4.5
Socioeconomically Disadvantaged	81.3
English Learners	11.3
Students with Disabilities	15.5
Foster Youth	0.4

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
	2015-16	2016-17	2017-18	2017-18
With Full Credential	60	65	87	701
Without Full Credential	2	2	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

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 2017-18)

Year and month in which data were collected: December 2017

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	<p>AP English Language and Composition: American Tradition in Literature, McGraw Hill</p> <p>AP English Literature and Composition: The Bedford Introduction to Literature</p> <p>Expository Reading and Writing Course: The Expository Reading and Writing Course Modules</p> <p>IB Prep English 9: Classics of Literature, Harcourt, Brace, Jovanovich Publishing Co.</p> <p>IB Prep English 10: Classics of World Literature, Harcourt, Brace, Jovanovich Publishing Co.</p> <p>IBHL English 9: The Norton Anthology of American Literature</p> <p>IBHL English 10: The Norton Anthology of English Literature</p> <p>Read 180: Scholastic rBook, Stage C Next Generation; Scholastic Next Generation (paperback and audio) Book Collection; Scholastic Topic Software, Next Generation</p> <p>Study Sync, 2017</p>	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Mathematics	<p>AP Calculus AB/BC: Calculus: Graphical, Numerical, Algebraic, 3rd Edition, Prentice Hall, 2007</p> <p>AP Statistics: Stats: Modeling the World, 2nd Edition, Wesley, 2006</p> <p>Finite Math College Entrance Math Prep: Finite Mathematics, An Applied Approach</p> <p>IB Prep Math SL: Mathematics for the International Student, Mathematics SL</p> <p>IB Prep Secondary Math I: Secondary One Mathematics: An Integrated Approach</p> <p>IB Prep Secondary Math II/Secondary Math II: Secondary Two Mathematics: An Integrated Approach</p> <p>IB Prep Secondary Math III/Secondary Math III: Secondary Three Mathematics HONORS: An Integrated Approach</p> <p>IBHL 1 Math: Mathematics for the International Student, Mathematics SL, Haese & Harris ; Calculus: Graphical, Numerical, Algebraic, Prentice Hall</p> <p>IBSL Math Studies: Year I: Mathematics for the International Student, Haese & Harris, 2004; Year II: Mathematical Studies Standard Level, 3rd Edition, IBID Press, 2004</p> <p>Math 180 Course II: Math 180 Course II mSpace, Scholastic</p> <p>Math 180 HS: Math 180 Course II mSpace, Scholastic</p> <p>Pre-Calculus: Precalculus: Graphical, Numerical, Algebraic, Prentice Hall, 2007</p> <p>Statistics: Using Statistics, Wesley, 1987; Discrete Mathematics, Heath, 1988</p> <p>Mathematics Vision Project, 2017</p>	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science	<p>AP Biology/IB/IHL/SL: Biology: Pearson, 2005</p> <p>AP Chemistry: Chemistry, Holt</p> <p>AP Environmental Sci: Living in the Environment, Miller, Thomson, Brooks, Cole</p> <p>AP Physics: College Physics, Serway/Vuille</p> <p>Chemistry/CP Chemistry/Pre-AP Chemistry/Pre-IB, & Chemistry: Chemistry, California Edition, Holt, 2007</p> <p>Earth Science/Int Age Science 1-2: Earth Science, California Edition, Holt</p> <p>Human Anatomy & Physiology: Essentials of Human Anatomy and Physiology, Pearson 2006</p> <p>Forensics/Biotech: Biology, California Edition, McDougal Littell, 2008; Biotech: A Science for the New Millennium, Paradigm, 2007; Forensic Science for High School, Kendall Hunt, 2006</p> <p>Pre-AP/Pre-IB Physics: Physics, A First Course, Hsu, 2005</p> <p>IBSL Chemistry: Oxford IB Diploma Programme 2014 Edition Companion, Bylikan, Horner, Murphy, Tracy</p> <p>Integrated Biotechnology 3: Biotechnology: Science for the New Millenium, EMC Paradigm Publishers, 2006</p> <p>Pre-AP Biology: Biology Concepts and Connections, Pearson, 2006</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>	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
History-Social Science	<p>AP European History: A History of Western Society, AP Edition, 2006</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: The Cultural Landscape: An Intro to Human Geography, Pearson, 2014; IL Encyclopedia of Wld Religions, Usborne Pub, 2001</p> <p>AP Psychology: Exploring Psychology, Worth Publishing</p> <p>AP US History, The American Pageant, AP Edition, Houghton Mifflin, 2006</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; Person and Their World, Jeffrey Olen</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: Approaches to Psychology, W.E. Glassman; Key Studies in Psychology, R. 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> <p>World Religion/Geo: IL Encyclopedia of World Religions, Usborne Publishing, 2001; World Studies: Foundations of Geography, Prentice Hall</p>	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
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 Lang and Culture, Vista Higher Learning, 2014; AP Spanish Lang & Culture Exam Prep, Vista Higher Learning, 2014; Abriendo Puertas: Ampliando perspeticives, McDougal Littell</p> <p>AP Spanish Lit for Spanish Speakers 6: Abriendo puertas: Ampliando perspectivas, Houghton Mifflin</p> <p>French I, II, III, IV: Discovering French, McDougal Littell, 2007</p> <p>French IBSL: Ensuite, McGraw Hill, 2003; Ensuite: workbook, McGraw Hill, 2003; Reprise (Grammar workbook), McGraw Hill, 2004</p> <p>German I, II, III: Komm mit!, Holt, 2006</p> <p>German IV: German in Review, Holt; Schemata: Lesestrategien</p> <p>IB French 1, 2, 3: Discovering French, McDougal Littell, 2007</p> <p>IB Spanish 1, 2, 3/Pre AP Spanish/Spanish I,II, III, IV: Realidades (California) Interactive Textbook, Prentice Hall, 2008</p> <p>IBHL 1, 2 Spanish: Espanol B: Libro del alumno, Pearson, 2011; Abriendo Paso Gramatica, Prentice Hall</p> <p>Spanish for Spanish Speakers 3, 4, 5: Nuevas Vistas, Holt</p> <p>Spanish for Spanish Speakers 6: Abriendo puertas I and II: McDougal Littell; Manual de gramatica y ortografia, Prentice Hall</p>	Yes	0
Health	Health, Glencoe, 2003	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.

The JHS campus is kept clean by an outstanding custodial staff, which was recognized at a Modesto City Schools Board Meeting in the fall of 2006 with the Distinguished Service Award.

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 93 classrooms, a cafeteria, library, theater, gym, locker rooms, stadium, pool and an administration office. The main campus was built in 1992. Eight portable classrooms were constructed over the periods of 1997, 2000 and 2002. The school opened in 1992.

Maintenance and Repair:

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

Cleaning Process and Schedule:

The 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.

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 (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

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 12/6/17				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 12/6/17				
Overall Rating	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, 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	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	52	50	57	55	48	48
Mathematics (grades 3-8 and 11)	16	17	26	23	36	37

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.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	423	402	95.04	50.25
Male	201	192	95.52	44.27
Female	222	210	94.59	55.71
Black or African American	11	11	100	27.27
American Indian or Alaska Native	--	--	--	--
Asian	13	11	84.62	63.64
Filipino	--	--	--	--
Hispanic or Latino	283	270	95.41	48.89
Native Hawaiian or Pacific Islander	--	--	--	--
White	80	75	93.75	62.67
Two or More Races	21	21	100	42.86
Socioeconomically Disadvantaged	333	314	94.29	49.36
English Learners	89	86	96.63	11.63
Students with Disabilities	64	61	95.31	11.48
Students Receiving Migrant Education Services	--	--	--	--
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 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	422	400	94.79	16.5
Male	200	191	95.5	18.32
Female	222	209	94.14	14.83
Black or African American	11	10	90.91	0
American Indian or Alaska Native	--	--	--	--
Asian	13	11	84.62	27.27
Filipino	--	--	--	--
Hispanic or Latino	283	270	95.41	14.81
Native Hawaiian or Pacific Islander	--	--	--	--
White	80	76	95	26.32
Two or More Races	20	19	95	5.26
Socioeconomically Disadvantaged	332	313	94.28	17.25
English Learners	89	86	96.63	2.33
Students with Disabilities	64	61	95.31	0
Students Receiving Migrant Education Services	--	--	--	--
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	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	36	38	51	49	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Career Technical Education Programs (School Year 2016-17)

Vocational Education, 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 prepare students with viable skills for today's increasingly complex workforce. Modesto City Schools operates over 30 distinct CTE/ROP programs spread across its seven comprehensive high school sites and ancillary 2016 SARC Input Form (Fred C. Beyer High School) 11/16/16 facilities. 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.

CTE is Common Core. 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 are monitored for enrollment trends, participation and completion rates, and performance on Carl D. Perkins grant core indicators. These data are reviewed annually with a wide array of stakeholders at a District CTE Advisory meeting, who give input on program effectiveness and development.

Career Technical Education Participation (School Year 2016-17)

Measure	CTE Program Participation
Number of pupils participating in CTE	6756
% of pupils completing a CTE program and earning a high school diploma	11
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	98

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2016–17 Pupils Enrolled in Courses Required for UC/CSU Admission	92.45
2015–16 Graduates Who Completed All Courses Required for UC/CSU Admission	34.37

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 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	25.1	22.8	27.8

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 schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

Contact Person: Nathan Schar 574-1762

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

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

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

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

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

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

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

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	5.9	5.5	5.1	9.1	7.4	7	11.5	10.7	9.7
Graduation Rate	89.36	90.89	89.3	84.29	87.01	87.74	80.95	82.27	83.77

Completion of High School Graduation Requirements - Graduating Class of 2016 (One-Year Rate)

Group	Graduating Class of 2016		
	School	District	State
All Students	85.45	89.11	87.11
Black or African American	52.94	83.94	79.19
American Indian or Alaska Native	100	77.78	80.17
Asian	100	96.37	94.42
Filipino	100	98.31	93.76
Hispanic or Latino	87.5	87.27	84.58
Native Hawaiian/Pacific Islander	66.67	96.77	86.57
White	86.27	91.55	90.99
Two or More Races	87.5	88.95	90.59
Socioeconomically Disadvantaged	86.36	87.36	85.45
English Learners	56.25	51.72	55.44
Students with Disabilities	45.28	64.33	63.9
Foster Youth	66.67	82.35	68.19

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		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	6.7	9.2	6.6	6.2	5.9	5.1	3.8	3.7	3.6
Expulsions	0.1	0.0	0.0	0.1	0.0	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

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

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

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.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2009-2010	2004-2005
Year in Program Improvement*	Year 5	Year 3
Number of Schools Currently in Program Improvement	N/A	5
Percent of Schools Currently in Program Improvement	N/A	71.4

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15				2015-16				2016-17			
	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	21	43	11	37	20	46	20	31	22	43	13	35
Mathematics	22	34	10	34	21	34	13	28	21	37	11	30
Science	26	14	6	22	27	11	11	20	25	17	11	21
Social Science	23	26	15	30	21	35	9	34	21	35	13	31

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 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	4.2	424
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	1.0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	1.0	N/A
Social Worker	0	N/A
Nurse	1.0	N/A
Speech/Language/Hearing Specialist	0.2	N/A
Resource Specialist	5.0	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 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$16,734.71	\$7,215.29	\$9,519.42	\$94,279.09
District	N/A	N/A	\$8,660.17	
Percent Difference: School Site and District	N/A	N/A	9.5	8.3
State	N/A	N/A	\$6,574	
Percent Difference: School Site and State	N/A	N/A	36.6	19.4

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

Types of Services Funded (Fiscal Year 2016-17)

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 the 2016-17 LCAP can be found here: <https://www.mcs4kids.com/img/files/2016-2017%20Board%20Approved%20LCAP%20Plan.pdf>. The most recent LCAP can be found here: <https://www.mcs4kids.com/documents/lcfc/2017-2018/2017-2018%20LCAP%20Board%20Approved%206-19-17.pdf>. 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 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$56,836	\$47,808
Mid-Range Teacher Salary	\$87,050	\$73,555
Highest Teacher Salary	\$105,363	\$95,850
Average Principal Salary (Elementary)	\$116,003	\$120,448
Average Principal Salary (Middle)	\$122,575	\$125,592
Average Principal Salary (High)	\$138,584	\$138,175
Superintendent Salary	\$250,766	\$264,457
Percent of Budget for Teacher Salaries	35%	35%
Percent of Budget for Administrative Salaries	5%	5%

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

Advanced Placement (AP) Courses (School Year 2016-17)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	2	N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics	1	N/A
Science	2	N/A
Social Science	5	N/A
All courses	10	16.7

Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

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.

2015-16:

Leverage Learning – PLC Leadership Teams
 DuFour PLC Teams
 Horacio Sanchez - Creating a Climate for Closing the Achievement Gap
 Instructional Technology
 Instructional Rounds/Walkthroughs
 Anita Archer K-12 Writing and Literacy
 READ 180
 ERWC
 ELA 7-12 Effective Instructional Practices/ELA/ELD literacy
 Step Up to Writing 3-6
 Tandem Teaching K-1
 Number Talks K-6
 Fractions 3-5
 Math Solutions
 Mindset Works 7-12
 Utah Math 7-8
 Math Vision Project (MVP) Curriculum 9-12

Math 180

Positive Behavior Intervention and Support (PBIS)

Effective Classroom Management

Restorative Practices

SST Training

DIBELS for New Educators K-1

NGSS: Modeling in Science/Science and Engineering Practices 7-12

Document Based Questioning (DBQ) for Social Sciences 9-12

UC Davis History Project

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

17-18

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
Schoolology
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