

# **Hanshaw Middle School**

## **School Accountability Report Card**

### **Reported Using Data from the 2018-19 School Year**

#### **Published During 2019-20**

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### **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**

#### **School Contact Information (School Year 2019-20)**

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

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

## School Description and Mission Statement (School Year 2019-20)

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 901 7th and 8th grade students. Hanshaw's student population consists of the following feeder schools: Bret Harte, Fairview, 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 Support 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 beginning in elementary school and will to continue learning in both English and Spanish in their social studies class and as well as in a Spanish language arts class taught in Spanish.

Three Special Education programs offered at Hanshaw are Resource, Learning Handicapped and Severely Handicapped classes. Our Resource course is designed to assist students with assignments and instruction from general education classes, using their goals from their Individualized Education Plans (IEP). The Learning Handicapped course is designed primarily for students who are capable of meeting the district's approved academic program for graduation but require modifications of the curriculum. Lastly, the objective of our Severely Handicapped course provides students with functional academic skills using adaptive state standards as well as working on life skills.

For enrichment, students can ballot for one of the following elective classes: Introduction to Computer Technology, Woodshop, AVID, Life Skills, Leadership, Guitar and Band. 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 school site.

### Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Grade 7	466
Grade 8	423
Total Enrollment	889

### Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.7
American Indian or Alaska Native	0.6
Asian	2.5
Hispanic or Latino	88.5
Native Hawaiian or Pacific Islander	0.2
White	2.7
Two or More Races	1.5
Socioeconomically Disadvantaged	98.7
English Learners	33.9
Students with Disabilities	15.7
Foster Youth	0.1
Homeless	0.7

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

### Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	44	40	39	1433
Without Full Credential	0	1	0	24
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

## Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
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 2019-20)

**Year and month in which data were collected:** December 2019

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	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: StudySyn, 2018	Yes	0
Mathematics	Math 7/Math 7 Honors: Piloting Swun Math at grades 7 and 8 for the 2019-2020 school year. Math 8/Math 8 Honors: Piloting Swun Math at grades 7 and 8 for the 2019-2020 school year. Math 180 Course I: Math 180 Course I mSpace, Scholastic Pre Secondary Math I Honors: Secondary Math I Honors: Secondary One Mathematics: An Integrated Approach, Mathematics Vision Project, 2017	Yes	0
Science	Discovery Ed, 2019	Yes	0
History-Social Science	McGraw-Hill, California IMPACT, 2019	Yes	0
Foreign Language	Spanish 1, 2, 3, 4: Prentice Hall, 2007 Spanish for Spanish Speakers 3 Nuestro mundo - Holt	Yes	0

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

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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 classrooms, a gymnasium, library, multipurpose room, locker-rooms, and an administration office. The main campus was built in 1991 and opened in 1991.

### 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 to annually contribute \$2 million to Facility Maintenance to be used for new construction and maintenance projects throughout the District, \$2 million to Deferred Maintenance for maintenance projects throughout the District and \$2 million to Facility Improvements 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..

### 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

**Year and month of the most recent FIT report:** 8/2/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	5th urinal leaks at the spud.
<b>Interior:</b> Interior Surfaces	Good	
<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	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Exemplary</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 ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

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

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	22	22	31	31	50	50
Mathematics (grades 3-8 and 11)	14	15	21	22	38	39

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	866	855	98.73	1.27	21.52
Male	429	425	99.07	0.93	16.71
Female	437	430	98.40	1.60	26.28
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	21	21	100.00	0.00	38.10
Filipino	--	--	--	--	--
Hispanic or Latino	766	760	99.22	0.78	21.45
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	24	23	95.83	4.17	17.39

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	13	11	84.62	15.38	18.18
Socioeconomically Disadvantaged	853	842	98.71	1.29	21.50
English Learners	567	563	99.29	0.71	13.85
Students with Disabilities	130	129	99.23	0.77	0.78
Students Receiving Migrant Education Services	20	20	100.00	0.00	20.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	867	845	97.46	2.54	14.79
Male	428	416	97.20	2.80	12.74
Female	439	429	97.72	2.28	16.78
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	21	21	100.00	0.00	33.33
Filipino	--	--	--	--	--
Hispanic or Latino	767	752	98.04	1.96	14.89
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	24	22	91.67	8.33	13.64
Two or More Races	13	11	84.62	15.38	0.00
Socioeconomically Disadvantaged	853	831	97.42	2.58	14.68
English Learners	567	556	98.06	1.94	9.53
Students with Disabilities	130	128	98.46	1.54	2.34
Students Receiving Migrant Education Services	20	20	100.00	0.00	10.00



Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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

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

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

## 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 2018-19)

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
7	23.7	23.4	23.0

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

## 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 2019-20)

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/ELAC, 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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
<b>Suspensions</b>	9.6	12.9	10.0	3.7	3.6	2.8	3.6	3.5	3.5
<b>Expulsions</b>	0.0	0.2	0.0	0.0	0.0	0.0	0.1	0.1	0.1

### School Safety Plan (School Year 2019-20)

Hanshaw continues its PBIS components to decrease negative behaviors on campus. We also have three campus supervisors to help supervise the campus and 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 procedures that we will encounter in a given year: Lockdown, Evacuation, Secure Campus, and the Drop, Duck, Cover and Hold On. At the end of the day, staff monitor the front gate along with a campus supervisor and 1 or more safety officers to ensure students 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; not walk down middle of the street; and, 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	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	25	13	27	7	25	20	15	12	25	15	28	4
Mathematics	10	7	2		25	8	21	7	26	8	27	2
Science	27	3	21	6	26	8	19	7	28	6	19	7
Social Science	27	5	17	8	26	8	16	9	27	6	20	6

\*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.

### Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	423.3

\*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 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.6
Social Worker	
Speech/Language/Hearing Specialist	1.1
Resource Specialist (non-teaching)	.5

\*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$12,756.51	\$4,436.74	\$8,319.77	\$94,298.12
District	N/A	N/A	\$9,483.18	
Percent Difference - School Site and District	N/A	N/A	-13.1	2.9
State	N/A	N/A	\$7,506.64	
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 2018-19)

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-2018-2019>. 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 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$59,731.00	\$48,612
Mid-Range Teacher Salary	\$90,623.00	\$74,676
Highest Teacher Salary	\$110,728.00	\$99,791
Average Principal Salary (Elementary)	\$122,988.00	\$125,830
Average Principal Salary (Middle)	\$131,372.00	\$131,167
Average Principal Salary (High)	\$144,945.00	\$144,822
Superintendent Salary	\$230,713.00	\$275,796
Percent of Budget for Teacher Salaries	6.01%	5.06%
Percent of Budget for Administrative Salaries	32.12%	33.84%

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	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	5	8	5

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, a BTSA and PAR program, and most recently a 0.5% compensation package for those who choose to complete an extra 6 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 2019-202 academic year, a new division was also created in order to increase the quality and quantity of professional development provided to classified, certificated, and managers alike.