

Fred C. Beyer High School

2021-2022 School Accountability Report Card

(Published During the 2022-2023 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



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

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2022-23 School Contact Information

School Name	Fred C. Beyer High School
Street	1717 Sylvan Ave.
City, State, Zip	Modesto, CA 95355
Phone Number	(209) 574-1647
Principal	Dan Park
Email Address	park.da@monet.k12.ca.us
School Website	beyer.mcs4kids.com
County-District-School (CDS) Code	50711755030010

2022-23 District Contact Information

District Name	Modesto City School District
Phone Number	(209) 574-1500
Superintendent	Sara Noguchi, Ed.D
Email Address	MummaSolorio.L@monet.k12.ca.us
District Website Address	www.mcs4kids.com

2022-23 School Overview

Fred C. Beyer High School is one of seven comprehensive high schools in the Modesto City Schools system that serves approximately 30,000 students, grades K-12. Built in 1972, Beyer is located in the heart of the San Joaquin Valley in central California in the northeast section of Modesto.

Beyer completed a WASC cycle and full-visit in April of 2021. The school was awarded a six-year term of accreditation through April 2027 with a 3-day mid-term visit.

- 8% of our students are designated English Language Learners.
- 14% of our students are included in our special education program.
- 55% are considered economically disadvantaged and would qualify for a SAT fee waiver.
- All students are eligible for a free lunch. (new this year)
- 339 students graduated in the class of 2021 creating a 93% graduation rate.

School programs are designed to serve all students so that regardless of background, interest or ability, each student, given the appropriate support, will be well prepared for future academic and career endeavors. Our mission is to ensure that students are prepared academically, physically, socially, and emotionally to function as productive members of society.

Beyer's Schoolwide Learner Outcomes:

Complex Thinker

- Identify, gather, analyze, and apply/use multiple resources and information
- Analyze, interpret, and evaluate significant concept within various contexts
- Develop solutions to various problems

Self-Directed Learner

- Develop and apply multiple effective learning strategies to various tasks

2022-23 School Overview

- Establish and achieve effective goals for personal priorities and needs
- Foster Global citizenship

Effective Communicator (This particular SLO was selected as an emphasis this year)

- Organize and express important verbal and written messages
- Receive and interpret the messages of others effectively
- Use technology responsibly and appropriately

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	396
Grade 10	415
Grade 11	389
Grade 12	433
Total Enrollment	1,633

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.0
Male	51.0
American Indian or Alaska Native	0.4
Asian	4.4
Black or African American	3.4
Filipino	1.3
Hispanic or Latino	47.6
Native Hawaiian or Pacific Islander	0.6
Two or More Races	6.6
White	33.3
English Learners	8.1
Foster Youth	0.7
Homeless	0.1
Migrant	0.1
Socioeconomically Disadvantaged	57.3
Students with Disabilities	14.9



A. Conditions of Learning

State Priority: Basic

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	61.30	89.10	557.20	83.87	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	11.80	1.78	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.40	2.12	19.40	2.92	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	3.30	4.88	51.40	7.74	12115.80	4.41
Unknown	2.60	3.88	24.40	3.69	18854.30	6.86
Total Teaching Positions	68.80	100.00	664.40	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	58.10	85.26	562.90	81.48	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	14.50	2.11	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.90	5.84	29.50	4.28	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	3.70	5.56	52.70	7.63	11953.10	4.28
Unknown	2.20	3.31	31.00	4.50	15831.90	5.67
Total Teaching Positions	68.10	100.00	690.90	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.80
Misassignments	1.40	2.10
Vacant Positions	0.00	1.00
Total Teachers Without Credentials and Misassignments	1.40	3.90

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.20
Local Assignment Options	3.30	3.50
Total Out-of-Field Teachers	3.30	3.70

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	2.50	2.80
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.80	0.70

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The Governing Board recognizes that students' educational opportunities are enhanced when they have sufficient access to high-quality textbooks, equipment and other instructional materials for each of the subjects they are studying. To adequately support the Board-approved curriculum, instructional materials must also be up to date. For further information about the selection and adoption of instructional materials at all Modesto City Schools, please reference Board Policies 6161, 6161.1, and 6161.11. All board policies are located at <https://www.mcs4kids.com/district/board/board-policies/board-policies>.

Year and month in which the data were collected

October 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	AP English Language and Composition: The Language of Composition, Reading, Writing, Rhetoric, 3rd Edition, Shea, Scanlon - Publisher, Bedford, Freedom & Worth	Yes	0

	<p>AP English Literature and Composition: The Bedford Introduction to Literature, 2020</p> <p>Expository Reading and Writing Course (ERWC 3.0): The Expository Reading and Writing Course Modules, 2020</p> <p>IB Prep English 9: Classics of Literature, Harcourt, Brace, Jovanovich Publishing Co., 1994</p> <p>IB Prep English 10: Classics of World Literature, Harcourt, Brace, Jovanovich Publishing Co., 1994</p> <p>IBHL English 9: The Norton Anthology of American Literature, 1994</p> <p>IBHL English 10: The Norton Anthology of English Literature, 1994</p> <p>Read 180: Scholastic rBook, Stage C Next Generation; Scholastic Next Generation (paperback and audio) Book Collection; Scholastic Topic Software, Next Generation, 2021</p> <p>StudySync, 2017</p> <p>Designated ELD Course: Edge, Cengage, National Geographic, 2018</p>		
Mathematics	<p>AP Calculus AB/BC: Calculus for AP, 1st Edition, Cengage Learning, 2021</p> <p>AP Statistics: Stats: Modeling the World, 5th Edition, Addison Wesley, 2021</p> <p>Financial Math: Foundations in Personal Finance, 3 Edition - Ramsey Solution, Ramsey Solutions, 2021</p> <p>Finite Math: Thinking Mathematically, 7th edition, Pearson, 2019</p> <p>IBSL Math Applications and Interpretations I: Mathematics Applications and Interpretation for the IB Diploma - Standard Level, Pearson, 2019</p> <p>IBHL Math Applications and Interpretations II: Mathematics Applications and Interpretation for the IB Diploma - Higher Level, Pearson, 2019</p> <p>IBSL Math Analysis and Approaches I: Mathematics Analysis and Approaches for the IB Diploma - Standard Level, Pearson, 2019</p> <p>IBHL Math Analysis and Approaches II: Mathematics Analysis and Approaches for the IB Diploma - Higher Level, Pearson, 2019</p> <p>Math for the Trades: Mathematics for the Trades, SAVVAS Learning Co., 2021</p> <p>Pre-Calculus/Pre-AP Pre-Calculus: Pre-Calculus, 6th Edition, SAVVAS Learning Co., 2021</p>	Yes	0

	<p>Algebra I/Honors Algebra 1/IB Prep Algebra: enVision Algebra 1, Savvas Learning, 2020</p> <p>Geometry/Honors Geometry/IB Prep Geometry: enVision Geometry, Savvas Learning, 2020</p> <p>Algebra 2/Honors Algebra 2: enVision Algebra 2, Savvas Learning, 2020</p> <p>Statistics: Using Statistics, Wesley, 1987; Discrete Mathematics, Heath, 1988</p> <p>Quantitative Reasoning: Using & Understanding Mathematics: A Quantitative Reasoning Approach, SAVVAS Learning Co., 2021</p>		
Science	<p>AP Biology/IB/IHL/SL/Science & Ethics of Biotechnology: Campbell Biology in Focus AP Edition, 3rd Edition, SAVVAS Learning Co., 2021</p> <p>CP Biology, Science Techbook California, The Living Earth, Discovery Science, 2020</p> <p>Chemistry & Chemical Reactivity, AP Edition, 10th Edition, by Kotz, Treichel, & Townsend, 2018</p> <p>AP Environmental Sci: Environmental Science for the AP Course 3rd Edition, Andrew Friedland, Rick Relyea, Elizabeth Jones and Elisa McCracken, Bedford, Freeman & Worth, 2020</p> <p>AP Physics: College Physics: A strategic Approach AP Edition, SAVVAS Learning Co., 2021</p> <p>Chemistry in the Earth Systems, Honors Chemistry in the Earth System, & Applied Chemistry & Biotechnology: CA Inspire Chemistry, McGraw-Hill, 2021</p> <p>Chemistry/CP Chemistry/Pre-AP Chemistry/Pre- IB, & Chemistry: CA Inspire Chemistry, McGraw-Hill, 2021</p> <p>Human Anatomy & Physiology: Essentials of Human Anatomy and Physiology, SAVVAS 12th Edition 2018</p> <p>Forensics/Biotech: Biology, California Edition, McDougal Littell, 2008; Biotech: A Science for the New Millennium, Paradigm, 2007; Forensic Science for High School, Kendall Hunt, 2006</p> <p>Pre-AP/ Pre-IB Physics/ Engineering Essentials/Honors Physics in the Universe/ Physics: CA Inspire Physics, McGraw-Hill, 2021</p> <p>IBSL Chemistry: Oxford IB Diploma Programme 2014 Edition Companion, Bylikan, Horner, Murphy, Tracy, 2016</p> <p>Integrated Biotechnology 3: Biotechnology: Science for the New Millenium, EMC Paradigm Publishers, 2006</p>	Yes	0

	<p>Introduction to Physical Science: Inspire Physical Science with Earth Science, McGraw-Hill, 2021</p> <p>Pre-AP Biology: Miller & Levine Experience Biology, The Living Earth, SAVVAS 2020</p> <p>ROP Biotechnology 4: Asking Questions in Biology: A Guide to Hypothesis, Daugherty, 2007; Biotechnology: A Science for the New Millennium, EMC Paradigm, 2006</p>		
History-Social Science	<p>Western Civilization Since 1300, AP Edition, Cengage, 2019</p> <p>AP Govt and Politics US: American Government, AP Version, 2006; Economics: Principles in Action, CA Edition, Prentice Hall, 2007</p> <p>AP Human Geography: BFW: Human Geography for the AP Course, 1st Edition, 2021</p> <p>AP Psychology: BFW: Thinking About Psychology: The Science of Mind and Behavior, Fourth Edition, 2019</p> <p>AP US History, American History, AP Edition, McGraw-Hill, 2017</p> <p>CP US Govt Econ: Magruder's American Government, Prentice Hall, 2007; Economics: Principles in Action, CA Edition, Prentice Hall, 2007</p> <p>CP US History: The Americans: Reconstruction to the 21st Century, McDougal Littell, 2006</p> <p>IB 1-2 Theory of Knowledge: Man is the Measure, Reuben Abel, 1994; Persons and Their World, Jeffrey Olen, 1994</p> <p>IB Prep History: History of Latin America, Houghton Mifflin, 2003; Enduring Vision, Houghton Mifflin, 2003; Data Base Questions, Houghton Mifflin, 2000; Dynamics of Democracy, Atomic Dog Publishing, 2006</p> <p>IBHL History 1-2: Enduring Vision, Houghton Mifflin, 2003; Data Base Questions, Houghton Mifflin, 2000; History of Latin America, Houghton Mifflin, 2003; Access to History: Civil Rights and Social Movement, Sanders, Hodder Education, 2016</p> <p>IBHL 1-2 Psychology: InThinking Psychology, Crane, 2019</p> <p>Gross, 1994; Theme, Issues, and Debates in Psychology, R. Gross, 1995</p> <p>Psychology: Understanding Psychology, Glencoe, 2003</p> <p>World History: Man is the Measure, Prentice Hall, 2007</p> <p>World Religion/Geo: IL Encyclopedia of World Religions, Usborne Publishing, 2001;</p> <p>World Studies: Foundations of Geography, Prentice Hall, 2006</p>	Yes	0

Foreign Language	American Sign Language I: A Basic Course in American Sign Language, TJ Publishers	Yes	0
	American Sign Language II: Signing Naturally Series, Dawn Sign Press		
	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		
	AP Spanish Lang for Spanish Speakers 5: Temas: AP Spanish Language and Culture, Vista Higher Learning, 2021; AP Spanish Language & Culture Exam Preparation, Vista Higher Learning, 2021; Abriendo Puertas: Ampliando perspectivas, McDougal Littell		
	AP Spanish Lit for Spanish Speakers 6: Abriendo puertas: Ampliando perspectivas, Houghton Mifflin		
	AP Spanish Literature: Reflexiones, Vista Higher Learning, 2021		
	French I/ IB Prep French I: D'accord! 1, Vista Higher Learning, 2021		
	French II/ IB Prep French II: D'accord! 2, Vista Higher Learning, 2021		
	French III/ French IV / IB Prep French III: D'accord! 3, Vista Higher Learning, 2021		
	French IBSL: Le Monde, Cambridge University Press, 2021		
	IB Prep Spanish I/Spanish I: Senderos 1: Spanish for a Connected World, Vista Higher Learning, 2021		
	IB Prep Spanish II/Spanish II: Senderos 2: Spanish for a Connected World, Vista Higher Learning, 2021		
	IB Prep Spanish III/Spanish III: Senderos 3: Spanish for a Connected World, Vista Higher Learning, 2021		
	IBHL 1, 2 Spanish: Espanol B for the IB Diploma Student Workbook, Ib Source INC., 2021; Temas para Espanol B, Vista Higher Learning, 2021		
	Spanish IV: Senderos 4: Spanish for a Connected World, Vista Higher Learning, 2021.		
	Spanish for Spanish Speakers 3: Galeria 1, Vista Higher Learning, 2021		
	Spanish for Spanish Speakers 4: Galeria 2, Vista Higher Learning, 2021		
Health	Health/Health Parallel: Essential Health Skills, Goodheart-Willcox, 2021	Yes	0

	Human Sexuality to Accompany Essential Health Skills, Goodheart-Willcox, 2021		
Visual and Performing Arts	<p>AP Studio Art: Brommer, Gerald. Drawing: Ideas, Materials and Techniques, rev. Ed., George F. Horn, ed., text edition. Worcester, Mass.: Davis Publications, 1978.</p> <p>Brommer, Gerald and Gatto, Joseph A. Careers in Art: Davis Art Education Materials</p> <p>Art: Art in Focus: Aesthetics, Criticism, History, Studio, Gene A. Mittler, Ph.D., Glencoe/McGraw-Hill, 1994</p> <p>ArtTalk, Ragans, Glencoe/McGraw-Hill, 1988</p> <p>Exploring Visual Design, second edition, Joseph Gatto, Albert Porter and Jack Selleck, Davis Publications Inc</p> <p>Discovering Art History, second edition, Gerald Brommer, Davis Publications Inc</p> <p>Careers in Art, Gerald Brommer and Joseph Gatto</p> <p>Ceramics: Sapiro, Maurice. Clay: Handbuilding. Worcester, Mass.: Davis Publications, Inc.</p> <p>Hofsted, Jolyon. Step-By-Step Ceramics. New York: Western Publishing Co.</p> <p>Williams, Arthur. Sculpture. Davis Art Education Materials</p> <p>Nigrosh, Leon. Claywork. Davis Art Education Materials</p> <p>Brommer, Gerald and Gatto, Joseph A. Careers In Art. Davis Art Education Materials</p> <p>Advanced Ceramics:Claywork – Form and Idea in Ceramic Design by Leon I. Nigrosh</p> <p>The Complete Potter's Companion by Tony Birks</p> <p>Sculpture by Arthur Williams, Davis Art Education Materials</p> <p>Careers in Art by Gerald Brommer and Joseph A. Gatto, Davis Art Education Materials</p> <p>Sculptural Design: Kicklighter, Clois E. and Ronald J. Baird. Crafts. Includes Instructor's Guide and Answer Key. South Holland, Il.: Goodheart-Willcox, 1986.</p> <p>Sprintzer, Alice. Crafts: Contemporary Design and Technique. Worcester, Mass.: Davis Publications, Inc</p> <p>Band: Foundations For Superior Performance, Richard Williams and Jeff King, Neil A. Kjos Music Company Publisher</p> <p>Treasury of Scales, Smith, Leonard B., Melville, NY, Belwin Mills, Pub.</p> <p>Exercises for Ensemble Drilll, Fussell, Raymond, Melville, NY, Schmidt, Hall and McCreary Division of Belwin Mills, Pub.</p> <p>Beginning Band: Tune A Day</p> <p>Best In Class, Kjos</p> <p>First Division, Belwin-Mills</p> <p>Guitar: Jerry Snyders Basic Instructor Guitar, Vol. 1, Belwin Mills</p> <p>H.O.T. Hands On Training, Nancy Marsters, pub. Nancy Lee Marsters</p>	Yes	0

Jazz Band: Standards of Excellend Jazz Ensemble Method, Dean Sorenson and Bruce Pearson, Neil A. Kjos Music Company
Jazz Beginnings, John Rinaldo, J & J Publishers

Music of the 20th Century: A Century of Pop (100 Years of Music that Changed the World – Octopus Publishing Group Ltd.
Audio Made Easy, Ira White (paperback)

Orchestra:Essentials for String, Gerald Anderson, Neil A. Kjos

Piano: Bastien Piano for Adults, Jane Smisor Bastien, Lisa Bastien, & Lori Bastien
The Older Beginner Piano Course, Bastien, Kjos
Musician For the Older Beginner, Bastien, Kjos
Alfred's Basic Adult Piano Course, Alfred Pub.
Alfred's Basic Adult Piano Theory Book, Alfred Pub.
Winning Rhythms, Ayola, Pub. Kjos

Choir: Melodia Sight Singing Book 1, Cole Lewis, Presser
Successful Sight Singing, Kjos
Winning Rhythms, Ayola, Kjos
Five Centuries of Choral Music, G. Schirmer
Advanced Treble Clef Choir:
Successful Sight Singing Book 2, Pub. Kjos
The A Cappella Singer, Clough-Leigher, Pub. Schirmer

Intermediate Treble Clef Choir 1-8: Melodia Sight Singing Book 1, Cole/Lewis, Pub. Presser
Successful Sight Singing, Telfer, Pub. Kjos
Sing Legato, Jennings, Pub. Kjos

Concert Choir: Melodia Sight Singing Book 2, Cole/Lewis, Pub. Presser
The Acapella Singer, Clough/Leigher, Pub. Schirmer
Five Centuries of Choral Music Book 2, Pub. Schirmer

History and Art of Floral Design: Floriculture Designing & Merchandising, Griner, Charles, Delmar Publishers, 2011
Floriculture Designing & Merchandising eBook access, Griner, Charles, Delmar Publishers, 2011
The Art of Floral Design eBook 4-Year Access, Hunter, Cengage Learning, 2013
Bundle: The Art of Floral Design, + Floral Design CourseMate with eBook (1-Year) Printed Access Card

Floral Design II:The Art of Floral Design, Norah Hunter, Delmar Publishers, 2013
The Art of Floral Design eBook 4-year access, Norah Hunter, Delmar Publishers, 2013
Fresh Flowers, The John Henry Company,

Photography: Essentials of Photography, Revised Edition, Paul W. Hayes and Scott M. Worton, Glencoe: Macmillan/McGraw-Hill, 1985
Exploring Photography, Third Edition, Richard J. Walker and Robert E. Walker, The Goodheart-Wilcox Company, Inc., 1991
Photography in Focus, Fourth Edition, Mark Jacobs and Ken Kokrda, National Textbook Company, 1990

	<p>Advanced Photography: Essentials of Photography, Revised Edition, Paul W. Hayes and Scott M. Worton, Glencoe: Macmillan/McGraw-Hill, 1985</p> <p>Exploring Photography, Third Edition, Richard J. Walker and Robert E. Walker, The Goodheart-Wilcox Company, Inc., 1991</p> <p>Photography in Focus, Fourth Edition, Mark Jacobs and Ken Kokrda, National Textbook Company, 1990</p>		
Science Laboratory Equipment (grades 9-12)	Provided	Yes	

School Facility Conditions and Planned Improvements

The district takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are included within this report. The results of this survey are available at the district office and on the internet at mcs4kids.com.

Beyer High School is the district's fourth oldest high school with a design unique to the district. Over the past few years there have been several significant upgrades to the facilities. The entire exterior of the campus was painted in summer 2020. Three portable classrooms were refurbished to serve as the location for the new JROTC CTE Program. Several classrooms have received new carpeting and almost 100% of the school's interior classrooms and hallways received new paint. Beyer has received a much-needed refurbishing to its gymnasium with the removal of the original bleachers and replacing them with new, modern, and safety compliant bleachers. Cement surrounding the gymnasium was removed and replaced, eliminating the large cracks and crevices that were a safety issue. Beyer's theater received refurbishing which included interior paint, a new sound system, and a new stage curtain. An electronic marquee has been installed in front of the school providing valuable information to the families of Beyer and local residents traveling Sylvan Ave. A new Special Education Therapy Restroom was built, replacing a much older structure. The floor tiles in the main building were removed and the concrete floors were polished. The entire campus is Wi-Fi enabled, allowing students to use their one-to-one devices in all areas.

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 cafeteria, library, two gyms, locker rooms, pool, and an administration office. The main campus was built in 1972.

Maintenance and Repair:

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

Cleaning Process and Schedule:

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

Deferred Maintenance:

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

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

Year and month of the most recent FIT report

7/15/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			Damaged ceiling tiles

School Facility Conditions and Planned Improvements				
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Unsecured items stored too high
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Eye wash station not inspected, Faucet not working
Safety: Fire Safety, Hazardous Materials			X	Unsecured cabinet at exit, Bad emergency light, Bad exit light, Blocked fire extinguisher and/or fire pull, Excessive art/paper on walls and/or hanging from ceiling, Non-fire rated fabric and/or decorations
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Door closer needs adjustment

Overall Facility Rate			
Exemplary	Good	Fair	Poor
		X	

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	48	N/A	42	N/A	47
Mathematics (grades 3-8 and 11)	N/A	22	N/A	16	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	386	365	94.56	5.44	47.95
Female	172	161	93.60	6.40	60.87
Male	214	204	95.33	4.67	37.75
American Indian or Alaska Native	--	--	--	--	--
Asian	25	23	92.00	8.00	56.52
Black or African American	12	11	91.67	8.33	36.36
Filipino	--	--	--	--	--
Hispanic or Latino	174	163	93.68	6.32	42.33
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	37	36	97.30	2.70	63.89
White	129	123	95.35	4.65	51.22
English Learners	27	24	88.89	11.11	0.00
Foster Youth	--	--	--	--	--
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	216	202	93.52	6.48	40.10
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	47	46	97.87	2.13	10.87

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	385	362	94.03	5.97	21.82
Female	171	160	93.57	6.43	21.88
Male	214	202	94.39	5.61	21.78
American Indian or Alaska Native	--	--	--	--	--
Asian	25	23	92.00	8.00	39.13
Black or African American	12	11	91.67	8.33	18.18
Filipino	--	--	--	--	--
Hispanic or Latino	173	160	92.49	7.51	12.50
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	37	36	97.30	2.70	33.33
White	129	123	95.35	4.65	29.27
English Learners	27	24	88.89	11.11	0.00
Foster Youth	--	--	--	--	--
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	215	200	93.02	6.98	15.00
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	47	45	95.74	4.26	2.22

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	24.78	--	18.97	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	1122	692	61.68	38.32	24.78
Female	542	329	60.7	39.3	22.49
Male	580	363	62.59	37.41	26.87
American Indian or Alaska Native	--	--	--	--	--
Asian	54	37	68.52	31.48	43.24
Black or African American	38	21	55.26	44.74	5
Filipino	19	15	78.95	21.05	26.67
Hispanic or Latino	521	308	59.12	40.88	18.83
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	97	58	59.79	40.21	33.33
White	380	243	63.95	36.05	28.81
English Learners	72	35	48.61	51.39	2.86
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	627	364	58.05	41.95	18.51
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	137	77	56.2	43.8	5.19

2021-22 Career Technical Education Programs

Today's CTE programs are rigorous and relevant programs that combine academic knowledge with technical skills and application of learning in hands-on, real-life contexts to equip students with viable skills for today's increasingly complex workforce. Modesto City Schools operates over 60 CTE programs spread across seven traditional and one alternative high school locations. These programs provide workplace preparation to our high school students, including several programs specifically designed to provide training to students with special needs, as well as workforce training for adults in the community. CTE programs reflect the instructional and learning design of Common Core: problem or project-based learning, development of critical thinking and problem-solving skills, teaming/collaboration and increased awareness of the expectations of business, industry, and the workplace.

State and national data indicate that students taking a CTE sequence perform better on assessments, graduate at higher rates, and are more successful in both college and the job market. CTE program data is monitored for enrollment trends, participation and completion rates, and performance on Carl D. Perkins grant core indicators. This data is reviewed annually with a wide array of stakeholders at a District CTE Advisory meeting, who give input on program effectiveness and development.

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	615
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	51.5
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	97.50
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	41.25

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	79.55%	80.05%	80.56%	79.80%	80.81%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

Beyer tries to provide a wide-variety of opportunities for parents to be involved in the decision making process and in informational venues. Parents can be involved and/or receive information regarding school and how to assist their students by participating in School Site Council, English Learner Advisory Committee, Parent Information Meetings, Title I Parent Meetings, Freshman Parent Orientation, Back-to-School Night, Open House, 8th grade Parent Night, College Information Night, Parent Schoology Accounts, School Website, PowerSchool Parent Portal, and Social Media.

There are four booster organizations on campus in which parents can become involved.

1) Athletic Boosters

President: Daydre Eastwood

Email: beyerathleticsbooster@gmail.com

Website: www.beyerathleticboosters.com

2) Band & Color Guard Boosters

President: Melinda Haggstrom

Email: beyerbandboosters@gmail.com

Website: www.beyerband.org

3) Robotics Boosters

President: Tricia Rosenow

Email: rosenowtricia@gmail.com and beyerhighschoolrobotics@gmail.com

School Contact: Karla Valencia

Email: pagani.h@monet.k12.ca.us or Valencia-Nunez.K@monet.k12.ca.us

Phone: 209-574-1655

Additionally, Beyer has established a Principal's Parent Advisory Committee.

C. Engagement

State Priority: Pupil Engagement

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

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

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

Indicator	School 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		1.9	2.6		5.9	2.2		8.9	7.8
Graduation Rate		92.6	90.7		87.3	90.8		84.2	87

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	420	381	90.7
Female	209	194	92.8
Male	211	187	88.6
American Indian or Alaska Native	--	--	--
Asian	18	16	88.9
Black or African American	16	15	93.8
Filipino	12	12	100.0
Hispanic or Latino	193	169	87.6
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	26	23	88.5
White	145	137	94.5
English Learners	30	20	66.7
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	278	247	88.8
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	72	45	62.5

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1741	1694	598	35.3
Female	853	828	297	35.9
Male	888	866	301	34.8
American Indian or Alaska Native	6	6	3	50.0
Asian	80	75	9	12.0
Black or African American	63	59	30	50.8
Filipino	23	23	6	26.1
Hispanic or Latino	833	809	298	36.8
Native Hawaiian or Pacific Islander	12	12	4	33.3
Two or More Races	111	110	44	40.0
White	569	559	191	34.2
English Learners	143	137	46	33.6
Foster Youth	17	16	10	62.5
Homeless	6	6	3	50.0
Socioeconomically Disadvantaged	1029	994	405	40.7
Students Receiving Migrant Education Services	3	3	0	0.0
Students with Disabilities	262	257	137	53.3

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	3.47	4.26	2.45
Expulsions	0.05	0.03	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.18	5.40	0.18	5.26	0.20	3.17
Expulsions	0.00	0.00	0.00	0.02	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	5.40	0.00
Female	3.40	0.00
Male	7.32	0.00
American Indian or Alaska Native	0.00	0.00
Asian	3.75	0.00
Black or African American	9.52	0.00
Filipino	4.35	0.00
Hispanic or Latino	6.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	6.31	0.00
White	4.57	0.00
English Learners	3.50	0.00
Foster Youth	17.65	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	6.41	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	7.63	0.00

2022-23 School Safety Plan

The Beyer High School Safety Plan is a comprehensive document outlining protocols, plans, and procedures to ensure the continuance of a safe and harmonious school environment. The plan is updated annually and submitted to Modesto City Schools for review. In addition, the plan is reviewed with the Site Safety Committee and the entire faculty and staff as needed. One important component of the plan is to routinely practice fire drills, lockdown drills, and evacuation drills to refine procedures and ensure readiness on the part of staff and students. The School Safety Plan was last reviewed, updated, and discussed on 10/18/2021.

Data is annually reviewed, the 2022-2023 school year data was used to develop the current safety plan.

Our Site Safety Plan identifies a number of events for which we hold practice drills. They are:

1. Fire 8/25/22
2. Bomb threat
3. Suicide or death
4. Earthquake 10/20/2022
5. Precautionary lockdown 10/5/2022
6. Emergency lockdown
7. Emergency school wide evacuation 8/25/2022

In the event that such an emergency occurs, the Principal or his designee implements emergency protocols as dictated by District policy and law enforcement.

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	24	28	9	37
Mathematics	23	28	10	29
Science	28	10	8	22
Social Science	27	14	5	37

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	17	56	19	26
Mathematics	16	56	13	26
Science	16	37	15	15
Social Science	16	51	12	30

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	20	47	10	32
Mathematics	19	41	14	26
Science	19	28	10	18
Social Science	20	36	9	28

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	340.21

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	4.8
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Nurse	1.4
Speech/Language/Hearing Specialist	0.6
Resource Specialist (non-teaching)	
Other	6.9

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	14922.30	5107.25	9815.06	116441.82
District	N/A	N/A	9,336.43	93,071
Percent Difference - School Site and District	N/A	N/A	5.0	22.3
State	N/A	N/A	\$6,594	85,856
Percent Difference - School Site and State	N/A	N/A	39.3	30.2

2021-22 Types of Services Funded

The Modesto City Schools Local Control and Accountability Plan (LCAP) provides detailed information on actions, services, and expenditures that support and assist students. Actions, services, and expenditures funded through past year LCAPs can be found here: <https://www.mcs4kids.com/o/mcs/page/lcff-and-lcap>. The most recent LCAP can be found here: <https://www.mcs4kids.com/o/mcs/page/lcff-and-lcap>. While the LCAP is designed to support the educational progress of all students, there are specific actions and services principally directed toward meeting the needs of our unduplicated students in closing the achievement gap.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	61,523	51,081
Mid-Range Teacher Salary	87,787	77,514
Highest Teacher Salary	114,050	105,764
Average Principal Salary (Elementary)	131,404	133,421
Average Principal Salary (Middle)	136,168	138,594
Average Principal Salary (High)	154,950	153,392
Superintendent Salary	278,710	298,377
Percent of Budget for Teacher Salaries	32.22	31.60
Percent of Budget for Administrative Salaries	5.55	4.97

2021-22 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	15.7
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	2
Fine and Performing Arts	1
Foreign Language	0
Mathematics	4
Science	4
Social Science	9
Total AP Courses Offered Where there are student course enrollments of at least one student.	20

Professional Development

Professional development in MCS is data driven using research-based best practices to ensure our students receive a guaranteed and viable curriculum in every grade, in every school. We use formative and summative data to drive our instructional decisions and focus for professional development. To this end, we utilize multiple structures to provide high-quality professional development to our staff including: summer training, preservice-days, district wide professional development days, after school workshops, Saturday workshops, substitute-release days, instructional coaching, Induction and intern mentor programs, Peer Assistance Review (PAR) program, as well as an Administrative Induction Program. For the fourth year, MCS has provided the opportunity for 1% compensation for certificated and management who choose to complete an extra twelve hours of professional development outside of their normal work day. We offer the same incentive for classified, but at a flat rate compensation of \$400 for the first 6 hours and \$400 for the second 6 hours of voluntary professional development hours.

MCS has prioritized our focus on mathematics, literacy across grades and content areas, collaboration, welcoming schools/customer service, English Learners, and building our capacity as professionals. This has been in addition to the needed training in new adoptions, curriculum and standard updates and the like. The professional development is sustained through site administration, district and site level instructional coaches, and intervention specialists. The Curriculum and Instruction & Professional Development Division is tasked with increasing the quality and quantity of professional development provided to classified, certificated, and managers alike.

Coming out of the COVID closures, we have focused our efforts on our Instructional Core:

- Instructional Core Vision: Every student deserves a guaranteed instructional program, not by chance, but by design, including Board-adopted curriculum, researched-based best practices, and authentic relationships and assessments that guide instruction.
- Supporting All Learners: Intentionally planning lessons with consideration for strategies, scaffolds, and interventions that create equitable learning opportunities for all students.
- Board-adopted Curriculum: Intentionally utilizing the currently adopted curriculum to ensure equitable access for all students to rigorous content standards. Understanding how the curriculum design supports students' progression over time.
- Engaging Students using Language and Literacy: Designing lessons that engage and support all learners by providing daily opportunities to interact with content through reading, writing, listening, and speaking.
- Professional Learning Communities: PLCs are the vehicle we use to guarantee the success of the Instructional Core. Fully engaging in the process of identifying what students need to learn, how it is to be taught, what to do if they don't reach mastery, and what to do if they excel, with regular review of student formative data to guide instruction.

All learners means every student regardless of gender, socio-economic level, at-risk status, racial, ethnic, or cultural background, exceptional ability, disability, or Limited English Proficiency.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	9	6	10