

Modoc High School and Warner Continuation High School

School Accountability Report Card

Reported Using Data from the 2019-2020 School Year

Published During 2020-2021

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

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

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

California School Dashboard

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

About This School

School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Modoc High School and Warner Continuation High School
Street	900 N. Main Street
City, State, Zip	Alturas, CA 96101
Phone Number	530-233-7201
Principal	Brian Norby
Email Address	bnorby@modoc.k12.ca.us
County-District-School (CDS) Code	25735852535409 and 25735852530020

District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Modoc Joint Unified School District
Phone Number	5302337201
Superintendent	Tom O'Malley
Email Address	tomalley@modoc.k12.ca.us
Website	www.modoc.k12.ca.us

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

The present facility of Modoc High School was constructed in 1939 and remains an educational and social hub for the community of Alturas. Modoc High School services a community of approximately 3,000 people and a county of about 9,000. While we are small and remote, our students have many of the same educational opportunities that large schools offer, as well as some they cannot.

Currently, Modoc High School serves approximately 240 students in grades nine through twelve. Modoc High School has a strong academic core curriculum of English/language arts, social science, science, and mathematics. We generally offer Advanced Placement (AP) classes in art, English, math, and science. For a small school, we offer a wide variety of electives, including agriculture, visual art, music (instrumental & vocal), Spanish, drafting, welding and woodshop. Graduates from Modoc High School have been accepted into military academies, the University of California system, the California State University system, out-of-state universities, Ivy League schools, and a variety of junior colleges and technical schools. Every year several graduates proudly serve our country in the military. Athletic activities at Modoc High School are diverse and always competitive. Though the Griswold Gymnasium, named after legendary coach Wally Griswold, is over 35 years old, it continues to function as a state-of-the-art facility. Our maintenance department does an excellent job of maintaining our grounds and our practice and game fields are in game-day condition on a year-round basis. We welcome and invite students, parents, and visitors to visit our campus.

Buildings and Grounds:

Our main building was built in 1939 and is well maintained, housing two offices; 15 classrooms; including two science labs; a library with computer stations; a computer lab; a multipurpose room used for cafeteria and community/student events; and student restrooms. Additional buildings provide classrooms for resource students, agriculture, welding and PE. The gymnasium serves for instruction, athletics, and for community events. There are two large fields, which serve also for instruction, athletics, and community events. We have 21st century science wing, and have nearly completed our remodeling of the south wing. New bleachers have been installed at the football field and boilers have been modernized. Two custodians keep the facilities clean. Each classroom is cleaned every day. District maintenance picks up litter, removes graffiti, and maintains landscaping on a regular weekly schedule.

Library:

Modoc High School offers a library that holds approximately 4,000 volumes and 24 Internet-connected computer stations, which serve individual students and classes as a computer lab. The library is open for teacher and classroom use when scheduled.

Computers:

Sixty-five computers, 180 Chromebooks, and more than a dozen iPads are available for student use; averaging one computer for every five students. Fifteen classrooms are connected to the Internet. In addition to the lab in the library, a computer lab with 28 computers and a laptop cart with 30 computers serves for student use and computer related instruction. Teachers use the AERIES program to keep attendance, track grades, and communicate with parents. Computers are also used extensively to design materials for their students. All of our teachers use email as a communication tool with other staff, parents, and colleagues

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

Grade Level	Number of Students
Grade 9	54
Grade 10	72
Grade 11	65
Grade 12	48
Total Enrollment	239

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

Student Group	Percent of Total Enrollment
Black or African American	1.3
American Indian or Alaska Native	5.9
Asian	1.3
Filipino	1.3
Hispanic or Latino	18
Native Hawaiian or Pacific Islander	0.4
White	70.3
Two or More Races	0.4
Socioeconomically Disadvantaged	58.2
English Learners	2.5
Students with Disabilities	0.4
Foster Youth	1.7
Homeless	0.8

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	16	15	14	40
Without Full Credential	0	1	1	7
Teaching Outside Subject Area of Competence (with full credential)	0	3	4	7

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	3	1
Total Teacher Misassignments*	0	6	4
Vacant Teacher Positions	0	2	1

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

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

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

Year and month in which data were collected: November 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Grades 9-11: Holt, 2009, Language Arts and Literature Grade 12: ERWC curriculum from the CSU system	Yes	0
Mathematics	Core Connections: Algebra I, Algebra II and Geometry, College Preparatory Mathematics for Algebra I, II and Geometry, 2013 Trigonometry, Prentice Hall, 2002, Trigonometry Statistics, Yates, Moore, McCabe, 1999, The Practice of Statistics	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Science	Biology, Prentice Hall, 2007, Biology AP Biology, Pearson Education, 2005, AP Biology 7th Ed. Chemistry, Prentice Hall, 2000, Chemistry 5th Ed. Life Science, Prentice Hall, 2006, Exploring Life Earth Science, Prentice Hall, 2006, California Earth Science Physics, Prentice Hall, 2003, Physics 5th Ed. Human Anatomy & Physiology, Pearson Education, 2010, Human Anatomy & Physiology, July 2013 Introduction to Veterinary Science, Delmar Cengage Learning, 2nd Edition, 2009. Small and Large Animal Science	Yes	0
History-Social Science	Geography, Prentice Hall, 2003, Building a Global Perspective World History, McDougall Littell, 1999, Patterns of Interaction US History, Prentice Hall, America Pathways to the Present Government, MacGruder, 2003, American Government Economics, Prentice Hall, 2005, Economics Principals in Action	Yes	0
Foreign Language	Dime Uno, Dime Dos, Dime Tres, 1997, Houghton Mifflin, Spanish	Yes	0
Health	Health, Prentice Hall, 2007, Health	Yes	0

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

School Facility Conditions and Planned Improvements

The buildings and grounds at Modoc High School are clean, well-maintained, and in excellent repair. Remodeling was finished in the main building's south wing in August 2011. Classrooms in the outlying buildings are older, but well-maintained. The gymnasium is a modern facility, and all grounds are kept clean, well groomed and fenced. Decreased budgets have inhibited major improvement projects, however, we continue with our excellent maintenance mode. Interior and exterior lighting retrofits have been completed at various locations. Blacktop replacement scheduled for 2018/2019 at various locations has been changed to 2019/2020. Geothermal heating retrofit has been completed.

The facilities inspection occurred October 2019. Northern California Schools Insurance Group Risk Control Consultant conducted the inspection and rated the facilities. The next inspection will occur in two years. Monthly local inspection is conducted by staff and all safety features are addressed immediately.

School Facility Good Repair Status

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

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

Year and month of the most recent FIT report: October 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	59	N/A	35	N/A	50	N/A
Mathematics (grades 3-8 and 11)	20	N/A	23	N/A	39	N/A

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

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

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

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

CAASPP Test Results in ELA by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

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

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

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

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

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

CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	14	N/A	18	N/A	30	N/A

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

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

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

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

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

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

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

Career Technical Education Programs (School Year 2019-2020)

Career technical education at Modoc High School includes three instructors who deliver industry-standard curriculum within the areas of Building and Trades, Engineering and Design, Building Trades and Construction, agriculture, and technology. These courses provide several pathways within which students enroll in introductory courses and move through a sequence of courses, including an opportunity for extracurricular competitive events and public displays. This provides students with high quality instruction across several avenues which meet the needs of Modoc Joint Unified School District students. Courses include the following: Introduction to Industrial Technologies, a combination of beginning wood, welding, and drafting, Companion Animal Science; Agriculture Life Science; Agriculture Leadership; Agriculture Mechanics; Agriculture Business; Agriculture Biology; Agriculture Floral Design; Agriculture Veterinary Science; Agriculture Food Science; Advanced Welding; Advanced Wood, Mechanical Form and Design, Advanced Mechanical Form and Design and Video Production.

Career Technical Education (CTE) Participation (School Year 2019-2020)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	169
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	27.3
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	64.3

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

UC/CSU Course Measure	Percent
2019-20 Pupils Enrolled in Courses Required for UC/CSU Admission	96.28
2018-19 Graduates Who Completed All Courses Required for UC/CSU Admission	16

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

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

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

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

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

C. Engagement

State Priority: Parental Involvement

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

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2020-2021)

We encourage parents to be involved and participate in their students' educational experience. Parents may join our Parent Advisory Group and/or our Modoc High School Athletic Booster Club at our monthly meetings. We also encourage our parents to attend Student Study Team and Individualized Education Program (IEP) meetings. Parents are also encouraged to contact the school regarding their children's progress. We send grade progress reports home every three weeks. We also feel it is extremely important for parents to attend Back-to-School Night in the fall and Open House in the spring. We have an active Parent Advisory Committee and School Site Council. If you would like to be involved, contact Brian Norby at 233-7201 ext. 401.

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 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
Dropout Rate	10.9	11.1	3.8	19.7	19.4	7	9.1	9.6	9
Graduation Rate	89.1	88.9	96.2	80.3	80.6	93	82.7	83	84.5

State Priority: School Climate

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

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

Suspensions and Expulsions

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

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	15.6	19.6	12.1	11.4	3.5	3.5
Expulsions	0.0	0.0	0.4	0.1	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

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

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions			
Expulsions			

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

School Safety Plan (School Year 2020-2021)

Modoc High School's administration monitors school grounds before school, during breaks, and during lunch. After school we monitor the exit of students and pay particular attention to the bus stop. Between classes, teachers monitor halls and passing areas. A continuous review of our safety plan is conducted by the District Safety Team. We are in frequent contact with law enforcement agencies, which willingly provide assistance when needed. Our staff works hard at making it a priority to be alert and observant in order to keep our students safe. Our maintenance crews and monthly maintenance inspections make certain that our facilities are clean, attractive, well-maintained and safe. Staff is trained in ALICE, which provides options to keep students safe, in the event of an intruder. The entire school staff has radios. The district has established a Safety Team that reviews its plan and makes recommendations to the superintendent.

Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* 1-20	# of Classes* 21-32	# of Classes* 33+	Average Class Size	# of Classes* 1-20	# of Classes* 21-32	# of Classes* 33+	Average Class Size	# of Classes* 1-20	# of Classes* 21-32	# of Classes* 33+
English Language Arts	21	6	7		21	8	5		20	8	4	
Mathematics	14	10	4		16	11	3		15	12	2	
Science	19	6	2		22	4	3	1	17	6	1	
Social Science	21	3	6	1	17	8	3	2	23	4	4	

*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 Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	239

*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	8,248	269	7,979	59,694
District	N/A	N/A	9,518	\$57,806
Percent Difference - School Site and District	N/A	N/A	-17.6	3.2
State	N/A	N/A	\$7,750	\$68,990
Percent Difference - School Site and State	N/A	N/A	2.9	-14.4

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

Types of Services Funded (Fiscal Year 2019-2020)

Specialized Resource Staff: Modoc Joint Unified School District and Modoc County Office of Education and other Modoc County agencies to provide social workers, speech and hearing specialists, school psychologists, nurses, and technology specialists. These specialists work on an as-needed basis at our school and most work at more than one school in our district. We are concentrating on improving students' achievement through a variety of programs, including AVID and elective courses, ELD, teacher-mentor, and ELA and Math Core Support. These programs are offered as elective courses during the school day before and, teachers meet with students in the teacher-mentor program on time outside of class. Our staff welcomes parent input and communicates with parents regularly via the phone, email, and social media.

Academic Guidance Counselors: A district counselor is available at the request of teachers or parents. In all schools, classroom teachers may counsel students. A school site, district, or county counselor is also available, and the school principal may serve as a counselor also.

Special Education Program: A Modoc County Office of Education Specialist is available daily for special needs students through the Modoc County Office of Education. The county provides special education resource aide hours as needed. Students with Individualized Education Programs (IEPs) receive accommodations in the classroom according to their needs. The Modoc County Office of Education provides psychological and speech services as needed.

English Learner Program: All our teachers are certified to teach English learners; however, we offer core English Language Development instruction delivered by a certificated teacher during one period of each day. Staff members use appropriate strategies in all their classes to ensure the English learners have full access to the curriculum.

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$41,417	\$44,318
Mid-Range Teacher Salary	\$55,508	\$67,053
Highest Teacher Salary	\$82,879	\$90,163
Average Principal Salary (Elementary)	\$82,070	\$106,389
Average Principal Salary (Middle)	\$84,223	\$113,976
Average Principal Salary (High)	\$99,263	\$114,214
Superintendent Salary	\$125,000	\$141,066
Percent of Budget for Teacher Salaries	28.0	29.0
Percent of Budget for Administrative Salaries	5.0	6.0

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

Advanced Placement (AP) Courses (School Year 2019-2020)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	1	N/A
Fine and Performing Arts	1	N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All courses	2	8.7

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

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	26	25	29

Annually, MJUSD re-evaluates its annual focus items. MJUSD has established weekly Professional Learning Community meetings at each site. A Professional Learning Committee has been implemented district-wide, with each school working in tandem to articulate goals and practices. Focus is on student weekly on Wednesdays; students are released early to provide extra time for staff these PLCs. In these meetings, teachers analyze data, examine and assess student work and plan goals and assessments. A second part of the goal of improving student learning is the 'Professional walk-through.' Each month a group of three teachers spend their released time observing other teachers, on-site or throughout the district and then discuss the visits. Conference attendance is still a part of professional development, but the major focus at MJUSD is in-house development.

