

# School Accountability Report Card

## Reported Using Data from 2009–10 School Year

*Published During 2010–11*

The School Accountability Report Card (SARC), which is required by law to be published by February 1 of each year, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.

## I. Data and Access

### *DataQuest*

*DataQuest* is an online data tool located on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, *DataQuest* is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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.

## II. About This School

### Contact Information (School Year 2010–11)

This section provides the school's contact information.

School		District	
<b>School Name</b>	Pearson Education Center	<b>District Name</b>	Modesto City High
<b>Street</b>	500 Locust St	<b>Phone Number</b>	209-576-4011
<b>City, State, Zip</b>	Modesto, CA 95351	<b>Web Site</b>	<a href="http://www.monet.k12.ca.us">www.monet.k12.ca.us</a>
<b>Phone Number</b>	209-550-3303	<b>Superintendent</b>	Arturo Flores
<b>Principal</b>	Eric Andersen	<b>E-mail Address</b>	<a href="mailto:publicinfo@monet.k12.ca.us">publicinfo@monet.k12.ca.us</a>
<b>E-mail Address</b>	<a href="mailto:Andersen.E@monet.k12.ca.us">Andersen.E@monet.k12.ca.us</a>	<b>CDS Code</b>	50- 71175- 0122549

## School Description and Mission Statement (School Year 2009–10)

This section provides information about the school, its programs, and its goals.

Modesto Virtual Academy, established in 2010, is located on the site of the Pearson Education Center which was originally constructed in 1964. The campus is located on the west side of Modesto, California and is comprised of 14 classrooms, a multi-purpose room, 2 computer labs and an administrative office.

Modesto Virtual Academy students come from a wide variety of socioeconomic backgrounds, ranging from families that receive State assistance to ones who come from affluent families. Some of our students grow up in homes where the primary language is not English and/or single parent homes. Recognizing the unique and varied needs of each student, our goal is to help all students achieve their full potential. Our students may be high performing students for whom the traditional classroom does not provide a sufficiently stimulating learning regime, as well as students who for other reasons need an alternative placement. Our curriculum is aligned to California content standards and covers the full content of each core subject area. The flexible scheduling in our approach enables the student, under the guidance of a fully credentialed educator, to participate in a full and rich educational experience while maintaining a degree of autonomy not found in traditional educational institutions.

## Opportunities for Parental Involvement (School Year 2009–10)

This section provides information about opportunities for parents to become involved with school activities, including contact information pertaining to organized opportunities for parental involvement.

Parents are always encouraged to participate in their child's education at Modesto Virtual Academy. Parents are provided with a logon and password at the time of their child's enrollment. This access allows parents to track their student's progress and achievement in any given course throughout the duration of the school year. Parents are encouraged to contact teachers and staff members of MVA if they have any questions or would like to schedule a conference. Dates and times of MVA board meetings are prominently posted and parents are welcome at all meetings.

## Student Enrollment by Grade Level (School Year 2009–10)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Grade 9	N/A
Grade 10	N/A
Grade 11	N/A
Grade 12	N/A
Ungraded Secondary	N/A
Total Enrollment	N/A

## Student Enrollment by Group (School Year 2009–10)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	N/A	White	N/A
American Indian or Alaska Native	N/A	Two or More Races	N/A
Asian	N/A	Socioeconomically Disadvantaged	N/A
Filipino	N/A	English Learners	N/A
Hispanic or Latino	N/A	Students with Disabilities	N/A

Native Hawaiian/Pacific Islander	N/A		N/A
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### Average Class Size and Class Size Distribution (Secondary)

This table displays, by subject area, the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2007-08				2008-09				2009-10			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Science	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

## III. School Climate

### School Safety Plan (School Year 2009-10)

This section provides information about the school's comprehensive safety plan.

The Modesto Virtual Academy School Safety Plan is a comprehensive document the purpose of which is to outline protocols, plans, and procedures in place to ensure the maintenance 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. In the event that an emergency occurs, the Principal or his designee implements emergency protocols.

### Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Suspensions	N/A	N/A	N/A			
Expulsions	N/A	N/A	N/A			

## IV. School Facilities

### School Facility Conditions and Planned Improvements (School Year 2010-11)

This section provides information about the condition of the school's grounds, buildings, and restrooms based on the most recent data available, and a description of any planned or recently completed facility improvements.

**School Facility Conditions – General Information**

The district takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are included within this report. The results of this survey are available at the district office and on the internet at [mcs.monet.k12.ca.us](http://mcs.monet.k12.ca.us).

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 16 classrooms, a cafeteria, library, head-start, and an administration office. The main campus was built in 1964. Eighteen portable classrooms were constructed over the periods of 1982, 1989, 1994, 1997, 2000, and 2002. The school opened in 1964.

**Maintenance and Repair:**

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

**Cleaning Process and Schedule:**

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

**Deferred Maintenance Budget:**

The District participates in the State School Deferred Maintenance Program, which provides flexible state matching funds to assist school districts with expenditures for major repair or replacement of existing school facilities components, however, the District has elected not to pass through the state contribution this year and has retained this funding with the District General Fund. Deferred Maintenance typically includes paving, roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2010-11 school year, the district has budgeted \$1.46 million in carry-over funds for deferred maintenance projects throughout the District. This represents 0.85% of the district's original adopted unrestricted general fund budget. The district's complete deferred maintenance plan is available at the district office. Identified needed repairs are weighed against all other District site repairs and the most urgent repairs are addressed first.

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

**School Facility Good Repair Status (School Year 2010–11)**

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	n/a	X			
<b>Interior:</b> Interior Surfaces	n/a	X			

<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	n/a	X			
<b>Electrical:</b> Electrical	n/a	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	n/a	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	n/a	X			
<b>Structural:</b> Structural Damage, Roofs	n/a	X			
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	n/a			X	Asphalt needs repair and cement is in poor condition throughout the site.
<b>Overall Rating</b>	93.75% Good			n/a	

## V. Teachers

### Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2007-08	2008-09	2009-10	2009-10
<b>With Full Credential</b>	N/A	N/A	N/A	607
<b>Without Full Credential</b>	N/A	N/A	N/A	2
<b>Teaching Outside Subject Area of Competence</b>	N/A	N/A	N/A	N/A

### Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*.

Indicator	2008-09	2009-10	2010-11
<b>Misassignments of Teachers of English Learners</b>	N/A	N/A	0
<b>Total Teacher Misassignments</b>	N/A	N/A	0
<b>Vacant Teacher Positions</b>	N/A	N/A	0

### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2009-10)

This table displays the percent of classes in core academic subjects taught by Highly Qualified Teachers as defined in the Elementary and Secondary Education Act (ESEA), in a school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under the ESEA can be found on the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	N/A	N/A
All Schools in District	98.2	1.8
High-Poverty Schools in District	99.3	0.7
Low-Poverty Schools in District		

## VI. Support Staff

### Academic Counselors and Other Support Staff (School Year 2009–10)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. 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.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	N/A	N/A
Counselor (Social/Behavioral or Career Development)	N/A	N/A
Library Media Teacher (librarian)	N/A	N/A
Library Media Services Staff (paraprofessional)	N/A	N/A
Psychologist	N/A	N/A
Social Worker	N/A	N/A
Nurse	N/A	N/A
Speech/Language/Hearing Specialist	N/A	N/A
Resource Specialist (non-teaching)	N/A	N/A
Other	N/A	N/A

## VII. Curriculum and Instructional Materials

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2010–11)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school; whether the textbooks and instructional materials are from the most recent adoption (yes/no); and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Areas	Textbook	MCS Adoption Year	Sufficient Textbooks for Each Pupil
Reading/ Language Arts	Grades 7-8: Holt	2004	Yes
	Grades 9-10: Holt	2005	Yes
	Grades 11-12: Holt	2006	Yes
Mathematics	Grades 7-8: Holt	2008	Yes
	Algebra: Holt	2008	Yes
	Geometry: Holt	2008	Yes
	Algebra II: Holt	2008	Yes
	Pre- Calculus: Pearson/Prentice Hall	2008	Yes
	Calculus: Pearson/Prentice Hall	2008	Yes
	AP Statistics: Pearson/Prentice Hall	2008	Yes

<b>Science</b>	<b>Grades 7-8:</b> Glencoe	2007	Yes
	<b>Adv. Biology:</b> Glencoe	2007	Yes
	<b>AP Biology/IB Biology: ON HOLD</b>	2007	Yes
	<b>AP Chemistry:</b> McDougal-Littell		
	<b>AP/IB Environmental Science:</b> Thomson	2007	Yes
		2007	Yes
	<b>AP Physics:</b> Thomson		
	<b>Biology/CP Biology/Int. Ag Science 3-4:</b> McDougal-Littell	2007	Yes
		2007	Yes
	<b>Bio. Horticulture:</b> Thomson		
	<b>Chemistry/CP Chemistry/Pre-AP Chemistry/Pre-IB Chemistry:</b> Holt	2007	Yes
	<b>Earth Science/Int. Ag. Science 1-2:</b> Holt	2007	Yes
	<b>Human Anatomy &amp; Physiology:</b> Pearson	2007	Yes
	<b>IB/SL Chemistry:</b> Glencoe	2007	Yes
	<b>Forensics/Biotech 1-2/Int. Science 1:</b> Glencoe	2007	Yes
	<b>Forensics/Biotech 3-4/Int. Science 3:</b> Pearson	2007	Yes
<b>Integrated Science 4:</b> Holt			
<b>Physics:</b> Holt			
<b>Pre-AP Biology:</b> Pearson			
<b>Pre-AP/Pre-IB Physics:</b> CPO Science			
<b>History-Social Science</b>	<b>Grades 7-8:</b> McDougal Littell	2006	Yes
	<b>Wld Religion/Geo:</b> PrenticeHall	2006	Yes
	<b>Wld History:</b> Prentice Hall	2006	Yes
	<b>US History:</b> McDougal Littell	2006	Yes
	<b>Gov. Econ:</b> Prentice Hall	2006	Yes



<b>Foreign Language</b>	<b>Spanish 1, 2, 3,4:</b> Prentice Hall	2007	Yes
	<b>French 1, 2, 3, 4:</b> McDougal-Littell	2007	Yes
	<b>Spanish for Spanish Speakers 3:</b> Holt	2007	Yes
	<b>Spanish for Spanish Speakers 4, 5, 6:</b> Holt; Prentice Hall	2007	Yes
	<b>German 1, 2, 3:</b> Holt	2007	Yes
	<b>AP Spanish:</b> Prentice Hall; Glencoe		

## VIII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2008–09)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found on the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	N/A	N/A	N/A	N/A
District	N/A	N/A	\$8,736	\$80,686
Percent Difference – School Site and District	N/A	N/A	N/A	N/A
State	N/A	N/A	\$5,438	\$71,340
Percent Difference – School Site and State	N/A	N/A	N/A	N/A

### Types of Services Funded (Fiscal Year 2009–10)

This section provides information about the programs and supplemental services (e.g., information about supplemental educational services related to the school's federal Program Improvement status) that are provided at the school through either categorical funds or other sources.

All students benefit from the district's emphasis on maintaining outstanding libraries. Students living a qualifying distance are provided transportation to and from their school. Special education students, gifted and talented students, and English learners receive appropriate educational services. Programs are funded through a combination of local, state and federal resources.

### Teacher and Administrative Salaries (Fiscal Year 2008–09)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
<b>Beginning Teacher Salary</b>	\$52,864	\$42,378
<b>Mid-Range Teacher Salary</b>	\$75,431	\$67,667
<b>Highest Teacher Salary</b>	\$97,998	\$87,103
<b>Average Principal Salary (Elementary)</b>	\$124,903	\$108,894
<b>Average Principal Salary (Middle)</b>	\$131,031	\$113,714
<b>Average Principal Salary (High)</b>	\$141,295	\$124,531
<b>Superintendent Salary</b>	\$245,798	\$223,323
<b>Percent of Budget for Teacher Salaries</b>	71.64%	40.24%
<b>Percent of Budget for Administrative Salaries</b>	8.54%	5.53%

## IX. Student Performance

### Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The assessments under the STAR program show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven. The CAPA includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA is an alternate assessment that is based on modified achievement standards in ELA for grades three through nine, mathematics for grades three through seven and Algebra I and science in grades five, eight, and ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. On each of these assessments, student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2009 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/pkt5intrpts09.pdf>.

*Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

### Standardized Testing and Reporting Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
<b>English-Language Arts</b>	N/A	N/A	N/A	42	43	48	46	50	52
<b>Mathematics</b>	N/A	N/A	N/A	27	26	27	43	46	48

<b>Science</b>	N/A	N/A	N/A	41	43	50	46	50	54
<b>History-Social Science</b>	N/A	N/A	N/A	41	43	51	36	41	44

### Standardized Testing and Reporting Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
<b>All Students in the LEA</b>	48	27	50	51
<b>All Students at the School</b>	N/A	N/A	N/A	N/A
<b>Male</b>	N/A	N/A	N/A	N/A
<b>Female</b>	N/A	N/A	N/A	N/A
<b>Black or African American</b>	N/A	N/A	N/A	N/A
<b>American Indian or Alaska Native</b>	N/A	N/A	N/A	N/A
<b>Asian</b>	N/A	N/A	N/A	N/A
<b>Filipino</b>	N/A	N/A	N/A	N/A
<b>Hispanic or Latino</b>	N/A	N/A	N/A	N/A
<b>Native Hawaiian or Pacific Islander</b>	N/A	N/A	N/A	N/A
<b>White</b>	N/A	N/A	N/A	N/A
<b>Two or More Races</b>	N/A	N/A	N/A	N/A
<b>Socioeconomically Disadvantaged</b>	N/A	N/A	N/A	N/A
<b>English Learners</b>	N/A	N/A	N/A	N/A
<b>Students with Disabilities</b>	N/A	N/A	N/A	N/A
<b>Students Receiving Migrant Education Services</b>	N/A	N/A	N/A	N/A

### California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics in order to compute AYP designations as required by the federal NCLB Act of 2001. Detailed information regarding CAHSEE results can be found on the CDE California High School Exit Examination (CAHSEE) Web site at <http://cahsee.cde.ca.gov/>. *Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be*

reported that would deliberately or inadvertently make public the score or performance of any individual student.

### California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison (if applicable)

This table displays the percent of students achieving at the Proficient or Advanced level in ELA and mathematics.

Subject	School			District			State		
	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10
English-Language Arts	N/A	N/A	N/A	48.3	48.9	51.3	52.9	52.0	54.0
Mathematics	N/A	N/A	N/A	48.3	53.5	53.3	51.3	53.3	53.4

### California High School Exit Examination Grade Ten Results by Student Group – Most Recent Year (if applicable)

This table displays the percent of students, by group, achieving at each performance level in ELA and mathematics for the most recent testing period.

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students at the School	N/A	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	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	N/A
Asian	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	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	N/A

### California Physical Fitness Test Results (School Year 2009–10)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test

results to the district and state levels, may be found on the CDE Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>. *Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	N/A	N/A	N/A

## X. Accountability

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found on the CDE Academic Performance Index (API) Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

### Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2007	2008	2009
Statewide	N/A	N/A	N/A
Similar Schools	N/A	N/A	N/A

### Academic Performance Index Growth by Student Group – Three-Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years. *Note: "N/A" means that the student group is not numerically significant or data were not available.*

Group	Actual API Change		
	2007–08	2008–09	2009–10
All Students at the School	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A
Asian	N/A	N/A	N/A
Filipino	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A

<b>Native Hawaiian/Pacific Islander</b>	N/A	N/A	N/A
<b>White</b>	N/A	N/A	N/A
<b>Two or More Races</b>	N/A	N/A	N/A
<b>Socioeconomically Disadvantaged</b>	N/A	N/A	N/A
<b>English Learners</b>	N/A	N/A	N/A
<b>Students with Disabilities</b>	N/A	N/A	N/A

### **Academic Performance Index Growth by Student Group – 2010 Growth API Comparison**

This table displays, by student group, the 2010 Growth API at the school, LEA, and state level.

<b>Group</b>	<b>2010 Growth API</b>		
	<b>School</b>	<b>LEA</b>	<b>State</b>
<b>All Students at the School</b>	N/A	26	15
<b>Black or African American</b>	N/A	31	17
<b>American Indian or Alaska Native</b>	N/A		21
<b>Asian</b>	N/A	13	14
<b>Filipino</b>	N/A	-2	17
<b>Hispanic or Latino</b>	N/A	33	19
<b>Native Hawaiian/Pacific Islander</b>	N/A	44	13
<b>White</b>	N/A	25	11
<b>Two or More Races</b>	N/A	N/A	0
<b>Socioeconomically Disadvantaged</b>	N/A	31	21
<b>English Learners</b>	N/A	34	14
<b>Students with Disabilities</b>	N/A	12	-1

### **Adequate Yearly Progress**

The federal Elementary and Secondary Education Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state’s standards-based assessments in ELA and mathematics
- Percent proficient on the state’s standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found on the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

### **Adequate Yearly Progress Overall and by Criteria (School Year 2009–10)**

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the six AYP criteria described above.

<b>AYP Criteria</b>	<b>School</b>	<b>District</b>
<b>Overall</b>	N/A	No
<b>Participation Rate - English-Language Arts</b>	N/A	Yes
<b>Participation Rate - Mathematics</b>	N/A	Yes
<b>Percent Proficient - English-Language Arts</b>	N/A	No
<b>Percent Proficient - Mathematics</b>	N/A	No
<b>API</b>	N/A	Yes
<b>Graduation Rate</b>	N/A	No

### **Federal Intervention Program (School Year 2010–11)**

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found on the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

<b>Indicator</b>	<b>School</b>	<b>District</b>
<b>Program Improvement Status</b>	N/A	In PI
<b>First Year of Program Improvement</b>	N/A	2004-2005
<b>Year in Program Improvement</b>	N/A	Year 3
<b>Number of Schools Currently in Program Improvement</b>	N/A	3
<b>Percent of Schools Currently in Program Improvement</b>	N/A	42.9

## **XI. School Completion and Postsecondary Preparation**

### **Admission Requirements for California’s Public Universities**

#### **University of California**

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state’s high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the

General Admissions Information Web page at <http://www.universityofcalifornia.edu/admissions/general.html>. (Outside Source)

## California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements please visit the California State University Web page at <http://www.calstate.edu/SAS/admreq.shtml>. (Outside Source)

## Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period for which data are available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

Indicator	School			District			State		
	2006–07	2007–08	2008–09	2006–07	2007–08	2008–09	2006–07	2007–08	2008–09
<b>Dropout Rate (1-year)</b>	N/A	N/A	N/A	4.7	5.5	6.3	4.4	3.9	5.7
<b>Graduation Rate</b>	N/A	N/A	N/A	75.7	73.5	77.3	80.6	80.2	80.4

## Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2008–09 school year in grade twelve and were a part of the school's most recent graduating class who met all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2010		
	School	District	State
<b>All Students</b>	N/A	81%	N/A
<b>Black or African American</b>	N/A	79%	N/A
<b>American Indian or Alaska Native</b>	N/A	84%	N/A
<b>Asian</b>	N/A	84%	N/A
<b>Filipino</b>	N/A	102%	N/A
<b>Hispanic or Latino</b>	N/A	77%	N/A
<b>Native Hawaiian/Pacific Islander</b>	N/A	70%	N/A
<b>White</b>	N/A	85%	N/A
<b>Two or More Races</b>	N/A	94%	N/A
<b>Socioeconomically Disadvantaged</b>	N/A	91%	N/A
<b>English Learners</b>	N/A	27%	N/A
<b>Students with Disabilities</b>	N/A	50%	N/A

## Career Technical Education Programs (School Year 2009–10)

This section provides information about the Career Technical Education (CTE) programs and lists programs offered by the school district that are aligned to the model curriculum standards. The list should identify courses conducted by regional occupational centers or programs and those conducted



directly by the school district. This section provides a listing of the primary representative of the career technical advisory committee of the school district and industries represented.

Modesto City Schools' School to Career program provides preparation to youth and adults to meet the challenge of working in the 21st Century by a combination of academic and workplace based education that will make them life-time learners. Our commitment is to provide a successful program that promises to upgrade front line workers, improve the productive capacity of entry-level workers and provide quality education for all students.

### Career Technical Education Participation (School Year 2009–10)

This table displays information about participation in the district's CTE programs.

Measure	CTE Program Participation
Number of pupils participating in CTE	6176
Percent of pupils completing a CTE program and earning a high school diploma	21%
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	87%

### Courses for University of California and/or California State University Admission (School Year 2009–10)

This table displays, for the most recent year, two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in, and completion of, courses required for UC/CSU admission can be found on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	N/A
Graduates Who Completed All Courses Required for UC/CSU Admission	N/A

### Advanced Placement Courses (School Year 2009–10)

This table displays, for the most recent year, the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science	N/A	N/A
English	N/A	N/A
Fine and Performing Arts	N/A	N/A
Foreign Language	N/A	N/A
Mathematics	N/A	N/A

<b>Science</b>	N/A	N/A
<b>Social Science</b>	N/A	N/A
<b>All courses</b>	N/A	N/A

## **XII. Instructional Planning and Scheduling**

### **Professional Development**

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

<p>08-09          ELA, Math, Science and Social Science          Essential standards, pacing guides, and benchmarks.          Instructional strategies for rigor, relevance and relationships.          Intervention courses and support for core.</p> <p>09-10          ELA, Math Science and Social Science          Essential standards, pacing guides, and benchmarks. Instructional strategies for rigor, relevance and relationships.          Intervention courses and support for core and English Language Learners.</p> <p>10-11          ELA, Math Science and Social Science          Essential standards, pacing guides, and benchmarks. Instructional strategies for rigor, relevance and relationships.          Intervention courses and support for core and English Language Learners. Strategic courses for academic language development.</p>
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