

Fred C. Beyer High School

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

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

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

DataQuest

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

Internet Access

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

About This School

Contact Information (School Year 2017-18)

School Contact Information	
School Name	Fred C. Beyer High School
Street	1717 Sylvan Ave.
City, State, Zip	Modesto, CA 95355
Phone Number	(209) 574-1647
Principal	Dan Park
E-mail Address	park.da@monet.k12.ca.us
Web Site	https://beyer.mcs4kids.com/
CDS Code	50711755030010

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

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

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

Fred C. Beyer High School, established in 1972, is located in the San Joaquin Valley of north central California. Beyer High was the fourth of seven comprehensive public high schools built in the Modesto City Schools district. Students come from a wide variety of socioeconomic backgrounds, ranging from families that receive State assistance to very affluent families. Over the past eight-years Beyer's percentage of socioeconomically disadvantaged population has tripled. Currently, 49% of our students receive some form of school-lunch program assistance. School programs are designed to serve all students so that regardless of background, interest or ability, each student is provided with multiple opportunities to succeed and to reach his/her fullest potential. Our mission is to ensure that students are prepared academically, physically, socially and emotionally to function as productive members of their society. Over the past twelve-years Beyer has seen a significant change in demographics. First, school's enrollment has decreased from 3400+ in the 2005-06 school year to approximately 1650 for the 2017-18 school year. This decline was due primarily to the opening of Enochs High School in 2006-07 and with the opening of Gregori High School in the 2010-11 school year.

Beyer's Schoolwide Learner Outcomes:

Complex Thinker

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

Self-directed Learner

- Develop and apply multiple effective learning strategies to various tasks
- Establish and achieve effective goals for personal priorities and needs

Effective Communicator

- Organize and express important verbal and written messages
- Receive and understand the messages of others effectively
- Use a variety of mediums to express oneself

In order to meet our vision that all Beyer's students will be prepared for the 21st century workforce or for post-secondary studies after leaving Beyer High School, the Beyer faculty have committed themselves to a set of instructional norms that include the following:

1. During instruction, teachers provide students with multiple and frequent opportunities to discuss and collaborate using complete sentences and academic language.
2. While reading, teachers create predetermined text-dependent questions requiring students to cite textual evidence in their responses.

3. During mathematics instruction, teachers provide frequent and ample opportunities for teachers and students to demonstrate the standards for mathematical practice.

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

Grade Level	Number of Students
Grade 9	398
Grade 10	398
Grade 11	402
Grade 12	473
Total Enrollment	1,671

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	3.7
American Indian or Alaska Native	0.4
Asian	3.3
Filipino	1.7
Hispanic or Latino	40.6
Native Hawaiian or Pacific Islander	0.8
White	40.2
Two or More Races	7.1
Socioeconomically Disadvantaged	51.9
English Learners	4.5
Students with Disabilities	14.5
Foster Youth	0.2

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	65	70	74	701
Without Full Credential	1	1	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

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

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

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which data were collected: December 2017

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

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

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science	<p>AP Biology/IB/IHL/SL: Biology: Pearson, 2005</p> <p>AP Chemistry: Chemistry, Holt</p> <p>AP Environmental Sci: Living in the Environment, Miller, Thomson, Brooks, Cole</p> <p>AP Physics: College Physics, Serway/Vuille</p> <p>Chemistry/CP Chemistry/Pre-AP Chemistry/Pre-IB, & Chemistry: Chemistry, California Edition, Holt, 2007</p> <p>Earth Science/Int Age Science 1-2: Earth Science, California Edition, Holt</p> <p>Human Anatomy & Physiology: Essentials of Human Anatomy and Physiology, Pearson 2006</p> <p>Forensics/Biotech: Biology, California Edition, McDougal Littell, 2008; Biotech: A Science for the New Millennium, Paradigm, 2007; Forensic Science for High School, Kendall Hunt, 2006</p> <p>Pre-AP/Pre-IB Physics: Physics, A First Course, Hsu, 2005</p> <p>IBSL Chemistry: Oxford IB Diploma Programme 2014 Edition Companion, Bylikan, Horner, Murphy, Tracy</p> <p>Integrated Biotechnology 3: Biotechnology: Science for the New Millenium, EMC Paradigm Publishers, 2006</p> <p>Pre-AP Biology: Biology Concepts and Connections, Pearson, 2006</p> <p>ROP Biotechnology 4: Asking Questions in Biology: A Guide to Hypothesis, Daugherty, 2007; Biotechnology: A Science for the New Millennium, EMC Paradigm, 2006</p>	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
History-Social Science	<p>AP European History: A History of Western Society, AP Edition, 2006</p> <p>AP Govt and Politics US: American Government, AP Version, 2006; Economics: Principles in Action, CA Edition, Prentice Hall, 2007</p> <p>AP Human Geography: The Cultural Landscape: An Intro to Human Geography, Pearson, 2014; IL Encyclopedia of Wld Religions, Usborne Pub, 2001</p> <p>AP Psychology: Exploring Psychology, Worth Publishing</p> <p>AP US History, The American Pageant, AP Edition, Houghton Mifflin, 2006</p> <p>CP US Govt Econ: Magruder's American Government, Prentice Hall, 2007; Economics: Principles in Action, CA Edition, Prentice Hall, 2007</p> <p>CP US History: The Americans: Reconstruction to the 21st Century, McDougal Littell, 2006</p> <p>IB 1-2 Theory of Knowledge: Man is the Measure, Reuben Abel, 1994; Person and Their World, Jeffrey Olen</p> <p>IB Prep History: History of Latin America, Houghton Mifflin, 2003; Enduring Vision, Houghton Mifflin, 2003; Data Base Questions, Houghton Mifflin, 2000; Dynamics of Democracy, Atomic Dog Publishing, 2006</p> <p>IBHL History 1-2: Enduring Vision, Houghton Mifflin, 2003; Data Base Questions, Houghton Mifflin, 2000; History of Latin America, Houghton Mifflin, 2003; Access to History: Civil Rights and Social Movement, Sanders, Hodder Education, 2016</p> <p>IBHL 1-2 Psychology: Approaches to Psychology, W.E. Glassman; Key Studies in Psychology, R. Gross, 1994; Theme, Issues, and Debates in Psychology, R. Gross, 1995</p> <p>Psychology: Understanding Psychology, Glencoe, 2003</p> <p>World History: Man is the Measure, Prentice Hall, 2007</p> <p>World Religion/Geo: IL Encyclopedia of World Religions, Usborne Publishing, 2001; World Studies: Foundations of Geography, Prentice Hall</p>	Yes	0

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

School Facility Conditions and Planned Improvements (Most Recent Year)

School Facility Conditions and Planned Improvements (School Year 2017-18)

Please review and update the information below as needed. This section should include information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

School Facility Conditions -- General Information

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

Beyer High School is the district's fourth oldest high school. However, the outstanding custodial crew consistently receives high marks and earns annual awards through the district's Site Inspection Program. We have seen a reduction in the wear and tear on the facility as we have decreased in enrollment by approximately 1750 students since the opening of Enochs High 12 years ago and Gregori High School six years ago. Over the past seven years there have been several significant upgrades to the facilities. Several classrooms have recently received new carpeting and almost 100% of the school's interior classrooms and hallways received new paint. And three years ago Beyer 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. As well, all the cement surrounding the gymnasium was removed and replaced. This eliminated the large cracks and crevices that were a safety issue. Beyer's theater has also received refurbishing which included painting on the interior, 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. The baseball facility received new dugout roofs and a foodservice trailer. The soccer fields have been completely re-leveled with a brand new sprinkler system installed along with new grass. And during the summer of 2014 all baseball fields, and the band practice field were completely redone with leveling, and a new sprinkling system was installed. During the summer of 2014, the district replaced thirty-two air conditioning units on the roof of the main office and educational wings of

the school. In the summer of 2017 a new Special Education Therapy Restroom was built replacing a much older structure. And all the floor tiles in the main building were removed during the 2017 summer and the concrete floors were polished. In terms of technological infrastructure, currently 90% of the school has Wi-Fi capabilities.

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 103 classrooms, a cafeteria, library, two gyms, locker rooms, pool, and an administration office. The main campus was built in 1972. Additions were constructed in 1978, 1985, and in 1997. Thirty- four portable classrooms were constructed over the periods of 1977, 1991, 1995, 1996, 1997 and 2002. A new ADA compliant restroom was built in the summer of 2017. As well, a new Maintenance Building was added in the 2017 summer.

Maintenance and Repair:

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

Cleaning Process and Schedule:

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

Deferred Maintenance Budget:

The District participated in the State School Deferred Maintenance Program, which provided flexible state matching funds to assist school districts with expenditures for major repair or replacement of existing school facilities components. State contributions to this Program ended in the 2012-13 school year. Deferred Maintenance typically includes paving, roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting and floor systems. For the 2016-17 school year, the district budgeted \$0.69 million out of the District General Fund carry-over funds for deferred maintenance projects throughout the District. The District also has 1.28 million of carry-over funds in Fund 14 Deferred Maintenance Fund available for deferred maintenance projects throughout the District. Identified needed repairs are weighed against all other District site repairs and the most urgent repairs are addressed first.

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

School Facility Good Repair Status (Most Recent Year)

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

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

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 12/5/17				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			clock system needs upgraded
Restrooms/Fountains: Restrooms, Sinks/Fountains		X		Restrooms upgrade
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences			X	asphalt needs replaced in all parking lots

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 12/5/17				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	66	59	57	55	48	48
Mathematics (grades 3-8 and 11)	28	30	26	23	36	37

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

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	385	372	96.62	59.14
Male	197	190	96.45	55.79
Female	188	182	96.81	62.64
Black or African American	14	14	100	21.43
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	133	131	98.5	52.67
Native Hawaiian or Pacific Islander	--	--	--	--
White	172	165	95.93	69.09
Two or More Races	30	29	96.67	55.17
Socioeconomically Disadvantaged	191	184	96.34	47.28
English Learners	32	32	100	15.63
Students with Disabilities	61	58	95.08	10.34
Foster Youth	--	--	--	--

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

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

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

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	385	376	97.66	30.05
Male	197	193	97.97	33.16
Female	188	183	97.34	26.78
Black or African American	14	14	100	0
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	133	133	100	23.31
Native Hawaiian or Pacific Islander	--	--	--	--
White	172	165	95.93	36.36
Two or More Races	30	30	100	36.67
Socioeconomically Disadvantaged	191	187	97.91	20.32
English Learners	32	32	100	9.38
Students with Disabilities	61	58	95.08	3.45
Foster Youth	--	--	--	--

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

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

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

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten**

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	58	52	51	49	56	54

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

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

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

Career Technical Education Programs (School Year 2016-17)

Vocational Education, today's CTE programs are rigorous and relevant programs that combine academic knowledge with technical skills and application of learning in hands-on, real-life contexts to prepare students with viable skills for today's increasingly complex workforce. Modesto City Schools operates over 30 distinct CTE/ROP programs spread across its seven comprehensive high school sites and ancillary 2016 SARC Input Form (Fred C. Beyer High School) 11/16/16 facilities. These programs provide workplace preparation to our high school students, including several programs specifically designed to provide training to students with special needs, as well as workforce training for adults in the community. CTE programs reflect the instructional and learning design of Common Core: problem or project-based learning, development of critical thinking and problem-solving skills, teaming/collaboration and increased awareness of the expectations of business, industry, and the workplace.

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

Career Technical Education Participation (School Year 2016-17)

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

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

UC/CSU Course Measure	Percent
2016–17 Pupils Enrolled in Courses Required for UC/CSU Admission	94.81
2015–16 Graduates Who Completed All Courses Required for UC/CSU Admission	37.9

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	22.1	22.6	14

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2017-18)

Opportunities for Parental Involvement (School Year 2017-18)

Please review and update the information below as needed. This section should include information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement. This section should be kept to 1-2 paragraphs.

Beyer tries to provide a wide-variety of opportunities for parents to be involved in the decision making process and in informational venues. Here are a list of ways parents can be involved and/or receive information regarding school and how to assist their students:

School-Site Council

English Learner Parent Partnership

Parent Empowerment Program

Title I Parent Meeting

Parent Participation Committee

Freshman Parent Orientation

Back-to-School Night

Open House

College Information Night

Phone Dialers

School Web-page

Power School Parent Portal

Patriot Connection/School Newspaper (6 times per year)

As well, there are four booster organizations on campus that parents can become involved:

Athletic Boosters:

President: Scott Lucas 209-574-0858

beyerathleticboosters.weebly.com

<https://beyer.monet.k12.ca.us/students/student-activities/boosters/athletics>

Band Boosters:

President: Susana Navarro 831-240-5894 <http://www.beyerband.org>

<https://beyer.monet.k12.ca.us/students/student-activities/boosters/band>

Renaissance Boosters: President: Matt McCormick mccormick247365@gmail.com

School Contact: Melissa Maher 209-574-1660

<https://beyer.monet.k12.ca.us/students/student-activities/boosters/renaissance>

Robotics Boosters:

President: Dr. Todd Smith smithto2605@gmail.com

School Contact: Heidi Pagani Pagani.h@monet.k12.ca.us

209-492-5521 or 209-574-1647

<https://beyer.monet.k12.ca.us/students/student-activities/boosters/robotics>

State Priority: Pupil Engagement

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

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

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

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	5.5	5.8	2.3	9.1	7.4	7	11.5	10.7	9.7
Graduation Rate	83.11	88.14	92.97	84.29	87.01	87.74	80.95	82.27	83.77

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

Group	Graduating Class of 2016		
	School	District	State
All Students	87.94	89.11	87.11
Black or African American	84.62	83.94	79.19
American Indian or Alaska Native	0	77.78	80.17
Asian	88.89	96.37	94.42
Filipino	100	98.31	93.76
Hispanic or Latino	82.25	87.27	84.58
Native Hawaiian/Pacific Islander	100	96.77	86.57
White	92.05	91.55	90.99
Two or More Races	93.1	88.95	90.59
Socioeconomically Disadvantaged	87.73	87.36	85.45
English Learners	38.89	51.72	55.44
Students with Disabilities	56.34	64.33	63.9
Foster Youth	0	82.35	68.19

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	5.8	5.8	5.3	6.2	5.9	5.1	3.8	3.7	3.6
Expulsions	0.1	0.0	0.0	0.1	0.0	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

School Safety Plan (School Year 2017-18)

Please review and update the information below as needed. This section should include information about your school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan (please do not paste your entire safety plan in this field). This section should be kept to 1-2 paragraphs.

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. 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.

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

1. Fire
2. Bomb threat
3. Suicide or death
4. Earthquake
5. Shooting (lockdown)
6. Emergency lockdown
7. Emergency school wide evacuation

In the event that such an emergency occurs, the Principal or his designee implements emergency protocols.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	5
Percent of Schools Currently in Program Improvement	N/A	71.4

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15				2015-16				2016-17			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	20	61	10	37	21	45	10	38	23	36	8	38
Mathematics	20	45	10	34	22	31	17	22	22	30	10	25
Science	22	20	13	20	25	15	10	21	29	9	7	25
Social Science	20	42	12	30	22	32	10	32	23	26	9	33

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	4.0	399
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	1.0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	1.0	N/A
Social Worker	0	N/A
Nurse	1.0	N/A
Speech/Language/Hearing Specialist	0.5	N/A
Resource Specialist	5.0	N/A
Other	0	N/A

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

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

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$12,613.57	\$3,182.96	\$9,430.61	\$101,915.57
District	N/A	N/A	\$8,660.17	
Percent Difference: School Site and District	N/A	N/A	8.5	17.1
State	N/A	N/A	\$6,574	
Percent Difference: School Site and State	N/A	N/A	35.7	29.1

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

Types of Services Funded (Fiscal Year 2016-17)

The Modesto City Schools Local Control and Accountability Plan (LCAP) provides detailed information on actions, services, and expenditures that support and assist students. Actions, services, and expenditures funded through the 2016-17 LCAP can be found here: <https://www.mcs4kids.com/img/files/2016-2017%20Board%20Approved%20LCAP%20Plan.pdf>. The most recent LCAP can be found here: <https://www.mcs4kids.com/documents/lcff/2017-2018/2017-2018%20LCAP%20Board%20Approved%206-19-17.pdf>. While the LCAP is designed to support the educational progress of all students, there are specific actions and services principally directed toward meeting the needs of our unduplicated students in closing the achievement gap.

Teacher and Administrative Salaries (Fiscal Year 2015-16)

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

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

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

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	1	N/A
English	2	N/A
Fine and Performing Arts	1	N/A
Foreign Language		N/A
Mathematics	1	N/A
Science	4	N/A
Social Science	5	N/A
All courses	14	20.2

Cells with N/A values do not require data.

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

Professional Development (Most Recent Three Years)

2015-16:

Leverage Learning – PLC Leadership Teams
DuFour PLC Teams
Horacio Sanchez - Creating a Climate for Closing the Achievement Gap
Instructional Technology
Instructional Rounds/Walkthroughs
Anita Archer K-12 Writing and Literacy
READ 180
ERWC
ELA 7-12 Effective Instructional Practices/ELA/ELD literacy
Step Up to Writing 3-6
Tandem Teaching K-1
Number Talks K-6
Fractions 3-5
Math Solutions
Mindset Works 7-12
Utah Math 7-8
Math Vision Project (MVP) Curriculum 9-12
Math 180
Positive Behavior Intervention and Support (PBIS)
Effective Classroom Management
Restorative Practices
SST Training
DIBELS for New Educators K-1
NGSS: Modeling in Science/Science and Engineering Practices 7-12
Document Based Questioning (DBQ) for Social Sciences 9-12
UC Davis History Project

2016-17:

Leverage Learning – PLC Leadership Teams
DuFour PLC Teams
Anita Archer K-12 Writing and Literacy
Steve Ventura – Visible Learning K-12
Alan November – Future Ready Tech Training 7-12
Horacio Sanchez Culture TK – 12
Instructional Technology
Instructional Rounds/Walkthroughs
ELA Pilot Training K-6 and 9-12
Anita Archer K-12 Writing and Literacy
Literacy Strategies 7-12
Step Up to Writing K-2
Lessoneer Digital Curriculum 7-12
Fractions 3-5
Positive Behavior Intervention and Support (PBIS)
Effective Classroom Management
Restorative Practices
DIBELS for New Educators K-1
DIBELS Grade 2
Math Vision Project (MVP) Curriculum 9-12
Math Lesson Design 7-8
NGSS Science Implementation 7-8
NGSS Science Equipment & Technology 9-12
CTE Career Training 9-12
Document Based Questioning (DBQ) for Social Sciences 9-12

17-18

Professional Learning Community Conference
Leverage Learning – PLC Leadership Teams

Restorative Practices
 Luis Cruz – Transforming School Culture
 AVID summer institute
 Positive Behavior Intervention and Support (PBIS)
 Restorative Practices
 Math Lesson Design and Assessments 7-8
 NGSS Science Implementation 7-8
 Math Vision Project (MVP) Curriculum 9-12
 NGSS Science Implementation 9-12
 Math Vision Project (MVP) Lesson planning and Instructional practices 9-12
 Science Safety Training.
 Anita Archer – Effective Instructional Practices
 College and Career Four-Year Planning
 Kate Kinsella – Essential Instructional Routines / Designated & Integrated ELD
 Designated ELD Instruction within Wonders Curriculum
 Technology
 JW Pepper
 Best Practices and Overview of Dyslexia
 Effective Instruction for Severe Programs
 Direct Instruction in Moderate-Severe Programs
 Effective Assessment Practices and Reporting
 Identifying Assessment Tools
 Curriculum Implementation Support
 One-one Procedures and Guidelines
 Standards Progression – Math I, II, III, Pre-Calculus
 Academic Discourse and Language Acquisition, Collaborative Conversations
 Math 180 Data Analysis
 Suicide Prevention
 2016 History Social Science Framework: An introduction to Content Shifts, Instructional Shifts, Access, and Equity
 Strategies for Formative Feedback in a Digital Classroom
 Schoology
 CAG conference for GATE teachers
 ISTE conference for CLT teachers
 DBQ training for GATE
 Recorders for prep providers
 Read 180 Implementation
 Read 180 Follow-up
 AVID Excel Tutor Training
 AVID “10-2-2” Instructional Strategy
 AVID Focused Note-Taking
 Study Sync Curriculum Trainings
 AVID "WICORizing" a Lesson training
 AVID Excel Video Professional Learning Sessions
 EL Shadow Training
 ELPAC Training
 Gr TK-6 ELA Wonders Curriculum
 Gr K-2 Reading Mastery
 Gr 3-6 Corrective Reading
 Gr 6 Number Talks
 Gr 3-5 Fractions
 Gr 3-5 Genre Writing