

Grace M. Davis 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	Grace M. Davis High School
Street	1200 W. Rumble Road
City, State, Zip	Modesto, CA 95350
Phone Number	(209) 574-1668
Principal	Sara Gil
E-mail Address	gil.sa@monet.k12.ca.us
Web Site	https://davis.mcs4kids.com/
CDS Code	50711755031380

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)

“In Pursuit of Excellence” has been the Grace M. Davis High School motto since the campus opened in the winter of 1961. Although the environs around Grace M. Davis High School have changed from agrarian to urban, the focus on student success and learning has remained the same. Grace M. Davis High School (GDHS) is located in the northwest part of the city of Modesto, California. The school is one of seven comprehensive high schools in the Modesto City Schools high school district. GDHS serves students from three large junior high schools, two of which are affiliated with another school district. GDHS reflects the socioeconomic and ethnic diversity of the city of Modesto. GDHS has a diverse student population of approximately 1825 students. GDHS is known for its outstanding academics, athletics, and academy programs. We are proud of the participation in and success of our many academic teams, which include CSF, FFA, Mock Trial, Academic Decathlon, Speech and more. We proudly recognize students quarterly for academics through our Renaissance program and celebrate character monthly through our Honor the Shield program.

GDHS is also the first high school in the district to embrace a digital instruction model. Since 2014, GDHS has provided every student with a laptop device to be used at school and at home to complete work and do research. The staff has undergone extensive training to better serve students in a digital environment. Our California Partnership Academies provide unique school-within-a-school opportunities for students interested in pursuing careers in health sciences and public safety. Spartans 101 is our middle college program that provides GDHS students with an opportunity to gain college credit while in high school. GDHS also offers AVID and Advanced Placement courses for students interested in pursuing higher education after graduation. GDHS also hosts the district's program for English Learners with limited English proficiency – The Language Institute. GDHS is a great place for students to pursue their high school education. Students have a wide variety of options, along with a caring and committed staff to support them in their ongoing pursuit of excellence.

MISSION STATEMENT

OUR MISSION is to provide a dynamic, technology-driven environment to help students prepare for a challenging future by encouraging all students to succeed in their individual pursuit of excellence. We strive to facilitate academic and social growth by encouraging integrity and fostering relationships. OUR VISION is that Every student and teacher can learn when we provide a collaborative, positive and challenging environment.

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

Grade Level	Number of Students
Grade 9	476
Grade 10	480
Grade 11	444
Grade 12	396
Total Enrollment	1,796

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	4.1
American Indian or Alaska Native	0.7
Asian	5.2
Filipino	0.7
Hispanic or Latino	57.8
Native Hawaiian or Pacific Islander	1.7
White	19.8
Two or More Races	5.2
Socioeconomically Disadvantaged	80.3
English Learners	22.6
Students with Disabilities	14.6
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	63	80	96	701
Without Full Credential	4	3	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 *	7	0	0
Vacant Teacher Positions	1	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.

GDHS was constructed in 1961. During the summer of 2007, many of Davis High's classrooms received air conditioning. That project continued during the summer of 2008, and resulted in all classrooms being air-conditioned. In 2009-2010 the campus saw increases to its technological ability with a new computer lab as well as a PIN system in the cafeteria. During 2010-2011, several out-of-date portable buildings have been removed as campus space becomes available and the student population changes due to boundary adjustments. In the summer of 2011, the gymnasium received a new set of bleachers and all restrooms, entrances, and pathways were improved in order to meet ADA requirements. The school's "Little Theater" has been renovated as well as other projects such as perimeter fencing and mounted cameras for safety and video surveillance. During the 2014-2015 school year, campus wide wireless internet connectivity (including access points, switches, conduit, and wiring) were installed to allow for "Digital Davis", in which all students began using laptop computers at school and at home. The track and practice football field were leveled and rebuilt from the ground up. The front office interior was painted and the roof surfaces have been resurfaced. Several classrooms were completely remodeled to allow for the addition of ROP nursing classes on campus, including the ROP Health Occupations Lab with eight functioning hospital bed stations. During the summer of 2015 and 2017 new concrete was poured and asphalt redone on sections of the campus that had uneven pavement in order to improve safety. The agriculture facilities are being updated during the 2017-18 school year. While GDHS is a traditional high school in many respects, what distinguishes it is not the bricks and mortar that make up the buildings, but the committed staff and students who inhabit the buildings and walk the halls every day.

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 96 classrooms, a cafeteria, library, gym, locker room, pool and an administration office. The main campus was built in 1959. Additions were constructed in 1962 and in 1968. Sixteen portable classrooms were constructed in 1986, 1988, 1989, and 1990. Twelve HCD classrooms were removed in 2012. The school opened in 1959.

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.

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 (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: 11/28/17				
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			
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			Restroom upgrade
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 11/28/17				
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)	40	41	57	55	48	48
Mathematics (grades 3-8 and 11)	11	8	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	417	389	93.29	40.87
Male	199	183	91.96	31.69
Female	218	206	94.5	49.03
Black or African American	13	13	100	30.77
American Indian or Alaska Native	--	--	--	--
Asian	20	18	90	44.44
Filipino	--	--	--	--
Hispanic or Latino	234	219	93.59	38.36
Native Hawaiian or Pacific Islander	--	--	--	--
White	91	86	94.51	47.67
Two or More Races	23	23	100	43.48
Socioeconomically Disadvantaged	331	311	93.96	36.66
English Learners	113	96	84.96	11.46
Students with Disabilities	53	45	84.91	8.89
Students Receiving Migrant Education Services	--	--	--	--

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	417	396	94.96	8.1
Male	199	188	94.47	5.85
Female	218	208	95.41	10.14
Black or African American	13	13	100	0
American Indian or Alaska Native	--	--	--	--
Asian	20	20	100	10
Filipino	--	--	--	--
Hispanic or Latino	234	223	95.3	7.66
Native Hawaiian or Pacific Islander	--	--	--	--
White	91	85	93.41	11.76
Two or More Races	23	23	100	8.7
Socioeconomically Disadvantaged	331	318	96.07	8.52
English Learners	113	106	93.81	1.9
Students with Disabilities	53	45	84.91	0
Students Receiving Migrant Education Services	--	--	--	--

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)	33	31	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	86.71
2015–16 Graduates Who Completed All Courses Required for UC/CSU Admission	27.42

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	24.1	20.5	23

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)

GDHS has a School Site Council (SSC). This group meets five times per year to discuss a variety of issues pertaining to school oversight and Title 1 funding. The English Learner Parent Partnership (ELPP) plays an important role at GDHS. It responds to the needs of students whose native language is other than English, provides helpful information/training to parents, and serves as a conduit of communication. ELPP meetings are held approximately four times per year. GDHS also has a large contingent of parents who are actively involved. There are many other opportunities, such as booster organizations, for parents to take part in their student's education at GDHS. They include Athletic Boosters, FFA/Ag Boosters, Public Safety Academy Boosters, SPEAR (Spartan Pupil Enrollment and Registration), the parent involvement committee, and more.

Regular parent training is offered to educate parents on topics such as graduation requirements, technology, English classes, social/emotional supports and more! Parents are encouraged to be involved in their student's education by attending parent conferences, communicate with teachers regularly and attend events such as Back to School Night, Open House and award ceremonies.

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	4.4	4.1	5.2	9.1	7.4	7	11.5	10.7	9.7
Graduation Rate	87.77	86.35	87.8	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	90.12	89.11	87.11
Black or African American	100	83.94	79.19
American Indian or Alaska Native	0	77.78	80.17
Asian	94.74	96.37	94.42
Filipino	80	98.31	93.76
Hispanic or Latino	86.08	87.27	84.58
Native Hawaiian/Pacific Islander	100	96.77	86.57
White	91.78	91.55	90.99
Two or More Races	95.83	88.95	90.59
Socioeconomically Disadvantaged	88.93	87.36	85.45
English Learners	57.14	51.72	55.44
Students with Disabilities	82.22	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	4.7	5.7	4.4	6.2	5.9	5.1	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.1	0.0	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

The Grace M. Davis High School Safety Plan is updated each year and shared with staff at the beginning of the school year. Drills are conducted during the course of the school year to practice and evaluate readiness of the Davis High School staff and students. The Grace M. Davis High School Safety Plan identifies twelve crisis events and addresses initial emergency responses appropriate for each. The twelve events are: Intruder/Hostage Situation, Weapons/Bomb/Other Threats, Student Unrest, Medical Emergency/Psychological Crisis, Explosion or Risk of Explosion, Hazardous Spill/Release, Fire/Smoke, Weather Emergencies, Earthquake, Power/Utilities Failure, Aircraft/Vehicle Crash, Animal Disturbance/Bee Swarm. In the event of a crisis, the principal, or the principal's designee, will be in charge of implementing the plan and taking charge of the emergency situation. All visitors must check in with the school receptionist in the main office. They are required to sign-in and document the reason for their visit. If campus access is approved, visitors receive an identification tag, which must be prominently displayed at all times. If checking a student out of school for the day, the individual must present photo identification, and be listed on student's registration and emergency information documents. Administrators and the campus supervision team supervise students before and after school and during lunch to make themselves available at all times via two-way radio. Campus supervisors are assigned to zones throughout the campus, which they monitor during their shift. Campus supervisors are also assigned to the bus loading area to monitor traffic and non-students who may attempt to enter campus. During passing periods campus supervisors monitor hallways, check for passes, and respond to student accidents, illnesses, or disruptive activity. Like administrators, campus supervisors and the campus security officer are in constant communication with each other, administrators, and the main office via two-way radio.

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	In PI	In PI
First Year of Program Improvement	2011-2012	2004-2005
Year in Program Improvement*	Year 5	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	23	38	18	29	23	38	29	28	21	58	22	30
Mathematics	26	21	11	28	24	25	10	27	24	31	12	30
Science	27	10	6	18	28	10	6	20	27	12	11	21
Social Science	24	21	14	23	22	30	16	27	23	29	24	24

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	4.8	375
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	0.7	N/A
Speech/Language/Hearing Specialist	0.2	N/A
Resource Specialist	6.0	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	\$13,974.41	\$3,271.28	\$10,703.13	\$94,377.78
District	N/A	N/A	\$8,660.17	
Percent Difference: School Site and District	N/A	N/A	21.1	8.4
State	N/A	N/A	\$6,574	
Percent Difference: School Site and State	N/A	N/A	47.8	19.5

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/lcfc/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		N/A
English	1	N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics	2	N/A
Science	2	N/A
Social Science	4	N/A
All courses	9	10

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)

Professional Development opportunities are designed to assist educators with effective educational practices designed to increase student outcomes. Opportunities are varied and include guest speaker presentations, conferences, after school workshops or training, collaboration, individual mentoring, etc. Professional Development is often specific to accommodate various grade levels and/or content areas.

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