

Thomas Downey 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	Thomas Downey High School
Street	1000 Coffee Rd.
City, State, Zip	Modesto, Ca. 95355
Phone Number	(209) 576-4211
Principal	Richard Baum
E-mail Address	baum.r@monet,k12,ca,us
Web Site	http://downey.monet.k12.ca.us/
CDS Code	50 711755031802

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

Thomas Downey High School (TDHS) opened its doors in September 1951. A comprehensive, public high school located in the heart of Modesto, Downey has had an important place in the local landscape for sixty five years. Downey is one of seven high schools in the Modesto City Schools system, serving a community of more than 200,000 residents in the central valley of California. Current fall 2016 enrollment is 2020 students. Downey's student population comes from a wide range of backgrounds and neighborhoods. Light industry, farms, businesses, construction and professional offices anchor the residential areas that comprise our attendance area. Downey also has a number of students whose parents commute to the Bay Area while appreciating the quality of life in Modesto. We continue to possess a heterogeneous school population that mirrors the ethnic make-up of our town: Hispanic 60%, Caucasian 30%, African-American 2.4%, Asian 2.7%, American Indian or Alaska Native .4%, Native Hawaiian/Pacific Islander .4% and two or more race categories 4.1%.

The Downey campus encompasses 90 classrooms and labs, two gymnasiums, an auditorium and a library. It also includes a complete complex of athletic fields, stadium, and a swimming pool. In 2007, state of the art synthetic turf was installed in Chuck Hughes Stadium. October 2009 marked completion of an extensive campus modernization to renovate Downey's classrooms, build a state-of-the-art swimming pool, and update other facilities. Technology is a major focus and is infused into the curriculum and used to strengthen the integrated instruction that occurs across disciplines. Every staff member has access to computerized resources including Surface Pro 3 computers, iPads, and COWs (computers on wheels.) Two computer labs are equipped with computers for use by the business department. Two additional labs are available for teachers to schedule their class in the labs for projects that integrate technology into the curriculum. All areas of the campus have wireless capability to the district's filtered network. Staff on campus correspond directly via email. A comprehensive career and college counseling center is available to students, and an after school tutoring program with additional transportation services is also offered.

In 2001 Thomas Downey High School was named California Distinguished School, and it's the first high school in the district to achieve this coveted recognition. In 2013, Downey received a six-year accreditation from the Western Association of Schools and Colleges (WASC). Downey received a very positive report on its WASC visit. Downey provides a comprehensive curriculum providing courses for students of all abilities and interests. Advanced Placement (AP) and Pre-AP classes are offered to all of our students. The majority of the student body take college preparatory (CP) courses. Twelve percent of the student population is served by a diverse set of special education programs. Rich vocational education programs articulated with ROP courses and Modesto Junior College prepare students to enter the world of work.

Mission Statement

Downey's expected school-wide learning results are embodied in the acronym STAR: Skills, Technology, Academics, and Responsibility. All students are expected to become STARS. Thomas Downey High School's STAR Mission: We are a strong school community that encourages students to reach their full potential and to make a difference.

Thomas Downey High School's STAR Vision: To provide standards based curriculum in a respectful, safe, and caring community. Students have the opportunity to develop technological, academic, artistic, and life skills necessary to be responsible citizens of the 21st Century.

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

Grade Level	Number of Students
Grade 9	562
Grade 10	566
Grade 11	464
Grade 12	472
Total Enrollment	2,064

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	3.1
American Indian or Alaska Native	0.3
Asian	1.8
Filipino	0.4
Hispanic or Latino	60.2
Native Hawaiian or Pacific Islander	0.3
White	29.7
Two or More Races	3.1
Socioeconomically Disadvantaged	72.9
English Learners	10.6
Students with Disabilities	13.4
Foster Youth	0.6

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	72	84	95	701
Without Full Credential	2	5	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
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>	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
	<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>		
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>	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
	ROP Biotechnology 4: Asking Questions in Biology: A Guide to Hypothesis, Daugherty, 2007; Biotechnology: A Science for the New Millennium, EMC Paradigm, 2006		
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>	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
	World Religion/Geo: IL Encyclopedia of World Religions, Usborne Publishing, 2001; World Studies: Foundations of Geography, Prentice Hall		
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 perspectivas, 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 -- 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.

As of October 2009, the TDHS campus experienced the final stages of a complete restoration in all of its facilities. As a result, our physical plant is in excellent condition. The year and a half long modernization of the campus has had a positive impact on students and staff. With the addition of a new state-of-the-art swimming pool and state-of-the-art synthetic turf field in the stadium, TDHS boasts facilities and amenities not available in our area's newest high schools. As of 2016, we continue to have excellent facilities with no need for planned improvements at this time. Maintenance of the school buildings is always addressed and fixed at the time of the discovery of need.

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 90 classrooms, a cafeteria, two gyms, locker rooms, library, auditorium, pool, stadium and an administration office. The main campus was built in 1950. Additions were constructed in 1955, 1956, 1963, and in 1968. Twenty- three portable classrooms were constructed over the periods of 1973, 1980, 1987, 1988 and 1999. Six portable classrooms and five HCD classrooms were removed in 2009. The school opened in 1950.

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: 11/29/17				
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			
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: 11/29/17				
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)	50	57	57	55	48	48
Mathematics (grades 3-8 and 11)	20	21	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	452	433	95.8	56.81
Male	232	223	96.12	54.26
Female	220	210	95.45	59.52
Black or African American	11	11	100	36.36
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	270	259	95.93	50.97
Native Hawaiian or Pacific Islander	--	--	--	--
White	140	135	96.43	68.89
Two or More Races	15	13	86.67	53.85
Socioeconomically Disadvantaged	293	280	95.56	48.93
English Learners	67	64	95.52	12.5
Students with Disabilities	66	56	84.85	8.93
Students Receiving Migrant Education Services	--	--	--	--
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	452	431	95.35	20.88
Male	232	222	95.69	19.82
Female	220	209	95	22.01
Black or African American	11	11	100	18.18
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	270	256	94.81	14.06
Native Hawaiian or Pacific Islander	--	--	--	--
White	140	136	97.14	34.56
Two or More Races	15	13	86.67	15.38
Socioeconomically Disadvantaged	293	277	94.54	11.19
English Learners	67	61	91.04	0
Students with Disabilities	66	53	80.3	1.89
Students Receiving Migrant Education Services	--	--	--	--
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)	59	53	51	49	60	56

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)

Modesto City Schools has a long history of operating successful Career Technical Education (CTE) programs. Traditionally called 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	94.39
2015–16 Graduates Who Completed All Courses Required for UC/CSU Admission	35.49

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	23.9	19.1	27.4

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

Parents are encouraged to be active partners in their child's education at Thomas Downey High School. Throughout the year parents are asked to sign up for any of the following committees involving parent participation: Campus Safety/Climate Committee, Site Council, Site Leadership Team, English Learner Parent Partnership ELPP, Renaissance Recognition Committee, Athletic Boosters, Band Boosters, FFA/AG Boosters, and the Sober Grad Parent Group. Parents also serve on several advisory boards including: Choir, Downey's ROP Programs for Building Construction, Graphic Arts, Medical Office Occupations, Multimedia, and the VISCOM Partnership for Visual Communication. Parents are invited to attend Back to School Night in the fall and Open House in the spring of each school year. Evening meetings are also held for college information and financial aid. English Language Learner Parent Partnership meetings and 9th grade Parent meetings designed to help parents help their student to be successful are offered throughout the year. Parents are encouraged to contact the teachers or counselors if they have any questions or would like to schedule a conference.

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	4.1	3.4	3.7	9.1	7.4	7	11.5	10.7	9.7
Graduation Rate	95.22	95.25	94.35	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	92.57	89.11	87.11
Black or African American	83.33	83.94	79.19
American Indian or Alaska Native	100	77.78	80.17
Asian	80	96.37	94.42
Filipino	100	98.31	93.76
Hispanic or Latino	92.02	87.27	84.58
Native Hawaiian/Pacific Islander	100	96.77	86.57
White	96.49	91.55	90.99
Two or More Races	100	88.95	90.59
Socioeconomically Disadvantaged	79.63	64.33	63.9
English Learners	61.54	51.72	55.44
Students with Disabilities	92.17	87.36	85.45
Foster Youth	50	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	7.7	6.3	5.2	6.2	5.9	5.1	3.8	3.7	3.6
Expulsions	0.0	0.1	0.0	0.1	0.0	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

Thomas Downey High School regularly reviews the school safety plan. During the Sept. 14, 2016 meeting, the site safety committee met, updated and approved the school safety plan. The plan includes procedures for crisis intervention, lockdowns, fire alarms, evacuations, and bomb threats. The school has a safety hotline for students or parents to text and leave messages regarding the safety of the students. One area which requires a constant update is in the area of dress code and clothing items which are deemed unsafe for the school learning environment.

TDHS follows the discipline plan prescribed by the Board of Education of Modesto City Schools as outlined in the Student Conduct Code. The Student Conduct Code is distributed to all students at the beginning of each academic year and is reviewed with the students in their classrooms. Parents are requested to sign that they have received a copy of the Conduct Code. TDHS students feel safe at school. Five campus supervisors, School Safety Officer and the Assistant Principal for Student Supervision ensure a safe learning environment for both day and evening activities.

We have a “visitor check-in” sign that is posted at the front entrance of the school. In addition, we have smaller “visitor” signs posted at other entrances, directing people to check-in at the main office. Any visitors must sign in at the main office before proceeding to other areas on campus. If visitors do not check into the main office, they will be directed back to the office by a campus supervisor.

TDHS maintains an active partnership with the Modesto Police Department. School personnel have frequent contact with the county probation department as well as other county agencies that help maintain overall student welfare and safety.

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	2007-2008	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	22	47	22	32	22	40	19	41	22	46	8	51
Mathematics	24	27	25	26	26	22	16	35	25	23	17	35
Science	26	16	12	24	27	14	6	28	24	19	6	30
Social Science	22	33	15	30	24	28	7	41	23	30	22	31

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	5.2	397
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	0.5	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	\$12,329.45	\$3,466.59	\$8,862.86	\$96,634.49
District	N/A	N/A	\$8,660.17	
Percent Difference: School Site and District	N/A	N/A	2.3	11.0
State	N/A	N/A	\$6,574	
Percent Difference: School Site and State	N/A	N/A	34.8	22.4

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.

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		N/A
Foreign Language	1	N/A
Mathematics	2	N/A
Science	2	N/A
Social Science	5	N/A
All courses	13	17.2

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)

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.

2014-15:

- Leverage Learning – PLC Leadership Teams
- DuFour PLC Teams
- Teaching with Poverty in Mind
- Instructional Technology
- Anita Archer – K-6 Literacy Skills
- Frank Smith – K-12 Academic Vocabulary
- Read 180 training
- ERWC
- Tandem Teaching K-1
- Engage New York 1-6
- Math Visions Project – CCSS Instruction 9-12
- Math 180 Training
- Positive Behavior Intervention and Support (PBIS)
- Effective Classroom Management
- Restorative Practices
- DIBELS for New Teachers K-1
- Next Generation Science Standards PD for 7-12 Educators
- Chemical Safety Training
- DBQ / UC Davis History Project 7-12 Social Science
- Effective Instructional Strategies and Curriculum & Lesson Development
- Common Core Standards Based Instruction for K-6 Educators
- Big Idea Workshop Series – after school PD for K-6 Educators
- Lesson Study for Math and Science Educators
- College and Career Guidance with Naviance for Counselors and Work Experience Coordinators
- ELA 7-12 Effective Instructional Practices/ELA/ELD literacy

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

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