

Modesto 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 | Modesto High School |
| Street | 18H Street |
| City, State, Zip | Modesto, Ca |
| Phone Number | (209) 576-4401 |
| Principal | Jason Manning |
| E-mail Address | manning.j@monet.k12.ca.us |
| Web Site | https://mhs.mcs4kids.com/ |
| CDS Code | 50 711755034905 |

| 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)

Modesto High School, the first and oldest secondary school in town, has a history rich in tradition and academic excellence. While we take pride in our traditions, we are committed to remaining well-informed of innovations in education and technology, and we see ourselves as responsive to changing times and increasingly diverse student needs. Modesto High School seeks to provide an empowering environment in which students may develop to their fullest potential, equipping themselves with the skills to become independent, well-informed, responsible citizens. Given the wide diversity of our student body, this entails numerous optimal learning situations to meet the needs of each student. This individualization has resulted in curricular offerings for students limited in English, for college-bound students, for students with learning challenges, for vocationally-oriented students, and extremely rigorous programs for our highly gifted scholars.

More specifically, Modesto High School seeks to help students become effective readers, writers, communicators, academic achievers, critical thinkers, problem solvers, and responsible citizens. Students are guided in the development of career goals and employment and team building skills while acquiring fundamental knowledge in core academic subjects and basic expertise with current technology. In addition to strong and diverse curricular offerings, Modesto High School provides an extensive extra-curricular program involving athletics, clubs, speech, fine arts, performing arts, and vocational and academic competitions, in which students and staff interact in less formal ways. The socialization benefits afforded by extra-curricular activities help to maintain a healthy balance between personal choice and curricular requirements.

In 2011, Modesto City Schools District embarked on a mission, which focuses on fostering relationships with students, parents, and all staff members. Communication, collaboration, and celebration are The 3 C's and they will be the focus for the future. All educational stakeholders will benefit from the 3 C's mission, which will enable the District Office to better serve its constituents.

Modesto High School's moral purpose is to provide an atmosphere in which all students will develop academic skills and civic mindedness, allowing them to contribute to their global community.

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

| Grade Level | Number of Students |
|-------------------------|---------------------------|
| Grade 9 | 684 |
| Grade 10 | 651 |
| Grade 11 | 572 |
| Grade 12 | 556 |
| Total Enrollment | 2,463 |

Student Enrollment by Group (School Year 2016-17)

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 2.4 |
| American Indian or Alaska Native | 0.4 |
| Asian | 9.5 |
| Filipino | 0.6 |
| Hispanic or Latino | 70.7 |
| Native Hawaiian or Pacific Islander | 0.3 |
| White | 11.5 |
| Two or More Races | 2.8 |
| Socioeconomically Disadvantaged | 79.4 |
| English Learners | 12.3 |
| Students with Disabilities | 11 |
| Foster Youth | 0.4 |

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 | 80 | 89 | 110 | 701 |
| Without Full Credential | 2 | 2 | 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 – General Information (Most Recent Year)

Please review and update the information below as needed.

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.

Our campus supervisors are assigned to different areas throughout the campus providing supervision from 7:00 am to 5:30pm. The campus supervisors assist with student supervision, conflict resolution, tardies, truancies and other duties as assigned. We have a new School Safety Officer who works Monday through Friday from 7:00 am to 4:00 pm. All visitors are required to report to the main office to check in and receive a guest pass.

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, auditorium, locker room and an administration office. This school site for Modesto High School opened originally in 1918. After suffering damage from an earthquake in 1944, the main campus was rebuilt in 1946 with construction continuing through to 1950. Additions were constructed in 1949, 1951, 1955, 1956, 1963, 1968, 1972, and 2001. Twenty-two portable classrooms were constructed over the periods of 1965, 1966, 1987, 1988, 1991, 1995, and 1996.

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: 11/21/17 | | | | |
| 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 | asphalt around room 90, and Ag compound |

Overall Facility Rating (Most Recent Year)

| Year and month of the most recent FIT report: 11/21/17 | | | | |
|--|-----------|------|------|------|
| 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) | 67 | 58 | 57 | 55 | 48 | 48 |
| Mathematics (grades 3-8 and 11) | 29 | 24 | 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 | 555 | 540 | 97.3 | 57.78 |
| Male | 264 | 258 | 97.73 | 55.43 |
| Female | 291 | 282 | 96.91 | 59.93 |
| Black or African American | 15 | 15 | 100 | 26.67 |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | 57 | 56 | 98.25 | 71.43 |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 387 | 376 | 97.16 | 52.66 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | 63 | 62 | 98.41 | 83.87 |
| Two or More Races | 15 | 13 | 86.67 | 69.23 |
| Socioeconomically Disadvantaged | 440 | 429 | 97.5 | 51.98 |
| English Learners | 99 | 96 | 96.97 | 20.83 |
| Students with Disabilities | 75 | 65 | 86.67 | 10.77 |
| 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 | 555 | 540 | 97.3 | 24.44 |
| Male | 264 | 258 | 97.73 | 24.81 |
| Female | 291 | 282 | 96.91 | 24.11 |
| Black or African American | 15 | 15 | 100 | 13.33 |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | 57 | 56 | 98.25 | 44.64 |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 387 | 376 | 97.16 | 17.02 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | 63 | 62 | 98.41 | 50 |
| Two or More Races | 15 | 13 | 86.67 | 46.15 |
| Socioeconomically Disadvantaged | 440 | 430 | 97.73 | 17.44 |
| English Learners | 99 | 97 | 97.98 | 2.06 |
| Students with Disabilities | 75 | 65 | 86.67 | 3.08 |
| 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) | 50 | 46 | 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 | 97.45 |
| 2015–16 Graduates Who Completed All Courses Required for UC/CSU Admission | 42.4 |

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 | 20.8 | 34.6 |

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)

Modesto High School parent advisory committees and booster groups include a School Site Council, English Learners Parent Partnership, School Safety Committee, International Baccalaureate Committee, Parent Involvement Committee, Athletic Booster Club, Band Booster group, and FFA Parent Committee. These committees consist of parents, staff members, student representatives, and community representatives. The committee members advise school leaders regarding the effectiveness of programs and provide a from-home perspective of student success and student needs. The School Site Council actively participates in the approval process for the School Site Plan which becomes part of the Consolidated Application for categorical funding. Parent committee members participate in school and community activities such as Back to School Night, Open House, Parent Empowerment Program, EL Parent Meetings, competitive events, and performances. Instructional materials, educational technology, teaching methods, safety policies, attendance procedures, specific program budgets, and curriculum items may be reviewed and critiqued for updates and revision. The committee structures are also utilized to educate parents regarding school programs and educational strategies.

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 | 6 | 4.5 | 4.4 | 9.1 | 7.4 | 7 | 11.5 | 10.7 | 9.7 |
| Graduation Rate | 90.82 | 91.92 | 93.26 | 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 | 93.43 | 89.11 | 87.11 |
| Black or African American | 85.71 | 83.94 | 79.19 |
| American Indian or Alaska Native | 33.33 | 77.78 | 80.17 |
| Asian | 100 | 96.37 | 94.42 |
| Filipino | 100 | 98.31 | 93.76 |
| Hispanic or Latino | 93.63 | 87.27 | 84.58 |
| Native Hawaiian/Pacific Islander | 100 | 96.77 | 86.57 |
| White | 92.59 | 91.55 | 90.99 |
| Two or More Races | 94.44 | 88.95 | 90.59 |
| Socioeconomically Disadvantaged | 91.41 | 87.36 | 85.45 |
| English Learners | 61.54 | 51.72 | 55.44 |
| Students with Disabilities | 71.43 | 64.33 | 63.9 |
| Foster Youth | 100 | 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 | 5.0 | 4.6 | 5.6 | 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 school has adopted a school safety plan that includes an assessment of school-related crime, a plan to ensure a safe and secure learning environment, rules and procedures and a comprehensive school safety-planning chart. This plan is updated every year and is available to the public.

With school safety being a major emphasis, the school employs six campus supervisors and a school security officer. The supervisors and school security officer are utilized to ensure a safe learning environment and provide administrative supervision during the school day and extra-curricular activities.

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 | 2006-2007 | 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 | 49 | 18 | 50 | 20 | 64 | 14 | 49 | 20 | 65 | 13 | 51 |
| Mathematics | 25 | 34 | 15 | 46 | 24 | 38 | 13 | 43 | 24 | 37 | 14 | 44 |
| Science | 25 | 22 | 9 | 35 | 26 | 19 | 11 | 37 | 26 | 21 | 5 | 40 |
| Social Science | 25 | 29 | 19 | 48 | 24 | 38 | 14 | 49 | 22 | 42 | 20 | 45 |

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 | 5.4 | 457 |
| 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 | 0.8 | N/A |
| Speech/Language/Hearing Specialist | 0.3 | 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 | \$11,455.78 | \$2,784.75 | \$8,671.03 | \$97,918.07 |
| District | N/A | N/A | \$8,660.17 | |
| Percent Difference: School Site and District | N/A | N/A | 0.1 | 12.5 |
| State | N/A | N/A | \$6,574 | |
| Percent Difference: School Site and State | N/A | N/A | 27.5 | 24.0 |

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 | | N/A |
| English | | N/A |
| Fine and Performing Arts | | N/A |
| Foreign Language | | N/A |
| Mathematics | | N/A |
| Science | | N/A |
| Social Science | 1 | N/A |
| All courses | 1 | 6.1 |

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
Schoolology
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