

James Enochs 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	James Enochs High School
Street	3201 Sylvan Avenue
City, State, Zip	Modesto, CA. 95355
Phone Number	(209) 574-1719
Principal	Amanda Moore
E-mail Address	moore.a@monet.k12.ca.us
Web Site	https://enochs.mcs4kids.com/
CDS Code	50711750110593

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)

James C. Enochs High School is one of seven comprehensive high school in the Modesto City Schools District. Enochs High School opened in the fall of 2006 with 1,228 ninth and tenth grade students. Since then, Enochs has grown to become a large comprehensive high school with over 2,300 students. Enochs High School provides a broad selection of academic programs and elective course offerings. Co-curricular programs abound, including athletic teams, Associated Student Body leadership opportunities, competitive speech, choral and instrumental music. A full complement of student support services such as: attendance teams, student study teams, psychologist, PBIS team, Enochs Care Center staff, work experience coordinator and a college counselor provide support for students academically, socially, and emotionally.

Mission Statement

The Mission of Enochs High School is to develop successful students by providing top quality instruction within a safe, responsible, and respectful culture.

Vision Statement

At James C. Enochs High School, we envision a learning community that challenges and nurtures students by fostering a sense of shared mission and engaging them in a rigorous, relevant, standards-based curriculum.

Our vision demands that we provide innovative instruction by accomplished practitioners whose commitment to learning and student achievement encourages students to become technologically adept, lifelong learners able to think independently and solve complex problems.

Our vision presupposes a community in which academics, athletics, student activities, and the arts contribute to student success. Our vision is rooted in the belief that staff and students alike must embrace the diversity of an increasingly complex world, foster mutual respect, and create a secure environment that supports student success.

The mascot for James C. Enochs High School is the eagle, and the motto is "Altius Volans" which in Latin means "soaring higher." Eagles can fly to altitudes of 10,000 feet, and can soar aloft for hours. The eagle has become the living symbol of freedom, spirit and the pursuit of excellence. Our goal for the students at Enochs High School is that their education and experiences will provide them with the knowledge, skills, and inspiration that will guide them to graduate from high school, pursue higher education, and become productive citizens.

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

Grade Level	Number of Students
Grade 9	634
Grade 10	609
Grade 11	581
Grade 12	588
Total Enrollment	2,412

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	3.9
American Indian or Alaska Native	0.3
Asian	5.8
Filipino	3.4
Hispanic or Latino	42
Native Hawaiian or Pacific Islander	1.1
White	35.3
Two or More Races	5.1
Socioeconomically Disadvantaged	42.2
English Learners	2.3
Students with Disabilities	10.4
Foster Youth	0.3

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	82	82	98	701
Without Full Credential	0	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>	<p>Yes</p>	<p>0</p>

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 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 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.

The Enochs High School campus master plan accommodates 2,500 students. The site incorporates 70 acres and contains 277,000 square feet of building space including three two story academic buildings. Also on the site is a large gymnasium with two locker/shower facilities linked by covered walkways. A library media center, a cafeteria/multi-use facility, and buildings housing agricultural/industrial technology, home economics, and performing arts round out the major site facilities. The spacious center courtyard includes eating areas and an amphitheater. The site includes a full complement of sports venues, including baseball, softball, soccer, football, track, tennis, basketball, and in Fall of 2014 opened the doors to a new pool on site. The campus is well equipped with technology where each classroom has a multimedia presentation system including a computer, LCD projector, DVD player and document camera. In March of 2015 the school was completed with wireless access in all classroom and offices. Students have access to eight computer labs, some of which are mobile carts, with additional computers in the library.

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 52 classrooms, 36 Labs, a cafeteria/multipurpose room, gym, locker rooms, library, bookroom Career Center, reference room, pool, and an administration office. The main campus was built in 2006. The school opened in 2006.

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: 12/5/17				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			
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: 12/5/17				
Overall Rating	Exemplary	Good	Fair	Poor
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	76	70	57	55	48	48
Mathematics (grades 3-8 and 11)	42	38	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	571	560	98.07	70.36
Male	264	258	97.73	67.44
Female	307	302	98.37	72.85
Black or African American	20	19	95	63.16
American Indian or Alaska Native	--	--	--	--
Asian	40	40	100	70
Filipino	21	21	100	95.24
Hispanic or Latino	243	238	97.94	64.29
Native Hawaiian or Pacific Islander	--	--	--	--
White	198	193	97.47	74.61
Two or More Races	31	31	100	87.1
Socioeconomically Disadvantaged	254	249	98.03	59.44
English Learners	46	46	100	21.74
Students with Disabilities	62	58	93.55	15.52
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	571	557	97.55	37.52
Male	264	257	97.35	38.91
Female	307	300	97.72	36.33
Black or African American	20	19	95	31.58
American Indian or Alaska Native	--	--	--	--
Asian	40	40	100	50
Filipino	21	21	100	57.14
Hispanic or Latino	243	237	97.53	28.27
Native Hawaiian or Pacific Islander	--	--	--	--
White	198	192	96.97	43.23
Two or More Races	31	30	96.77	53.33
Socioeconomically Disadvantaged	254	248	97.64	26.61
English Learners	46	46	100	6.52
Students with Disabilities	62	58	93.55	3.45
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)	69	71	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	97.33
2015–16 Graduates Who Completed All Courses Required for UC/CSU Admission	45.98

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	19.6	23.4	34.9

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)

Enochs High school offers several ways to become involved. A parent can come to Coffee with the Counselors, participate in volunteer opportunities which are advertised in the SOAR packet as well as online, and parent organizations such as Band Boosters, Eagles Foundation, Sports Boosters and Grad Bash are available for parent involvement. Counselors are also available to make appointments with, as are staff members, should they have a concern. The school offers back to school night, open house, teacher conferences and email address and phone numbers for ease of contacting teachers if needed. Additionally, meeting for parents on how to use Power school, or fill out the FAFSA. Parents request to meet individually or as a group with teachers, counselors, or administrators to discuss components of their child’s education. There are scheduled English Learner Parent meetings that cover various topics to communicate and also gives an opportunity for topics that the parents would like cover to be addressed at that or the next ELP meeting. Additionally, there is a TCII translator for the Spanish speaking parents for phone calls, parent meetings, and translating written communications.

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	3	2.6	2.1	9.1	7.4	7	11.5	10.7	9.7
Graduation Rate	94.97	92.52	96.03	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	95.17	89.11	87.11
Black or African American	100	83.94	79.19
American Indian or Alaska Native	100	77.78	80.17
Asian	91.89	96.37	94.42
Filipino	100	98.31	93.76
Hispanic or Latino	93.58	87.27	84.58
Native Hawaiian/Pacific Islander	100	96.77	86.57
White	95.18	91.55	90.99
Two or More Races	97.78	88.95	90.59
Socioeconomically Disadvantaged	92.49	87.36	85.45
English Learners	55.56	51.72	55.44
Students with Disabilities	74.55	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	4.1	2.3	3.1	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 Enochs High School Safety Plan is a comprehensive document the purpose of which is to outline protocols, plans, and procedures in place to ensure the maintenance of a safe and harmonious school environment. The plan is updated annually, reviewed with the Site Safety Committee and submitted to Modesto City Schools for review. The last review, update, and faculty discussion took place in August 2017. One important component of the plan is routine drills to refine procedures and ensure readiness on the part of staff and students.

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

1. Fire
2. Emergency lockdown
3. Emergency school wide evacuation

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

D. Other SARC Information

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

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	5
Percent of Schools Currently in Program Improvement	N/A	71.4

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15				2015-16				2016-17			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	24	41	18	48	22	53	21	47	23	51	12	53
Mathematics	26	28	15	49	23	38	14	39	24	28	24	33
Science	28	12	16	33	26	20	9	37	27	15	17	32
Social Science	24	32	25	40	24	33	14	50	24	36	12	49

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	5.0	473
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	0.9	N/A
Speech/Language/Hearing Specialist	0	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	\$11,249.95	\$2,680.04	\$8,569.91	\$100,969.79
District	N/A	N/A	\$8,660.17	
Percent Difference: School Site and District	N/A	N/A	-1.0	16.0
State	N/A	N/A	\$6,574	
Percent Difference: School Site and State	N/A	N/A	26.4	27.9

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

Types of Services Funded (Fiscal Year 2016-17)

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

Teacher and Administrative Salaries (Fiscal Year 2015-16)

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

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

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

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	1	N/A
English	2	N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics	2	N/A
Science	3	N/A
Social Science	5	N/A
All courses	13	19.3

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