

Joseph A. Gregori High School

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

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 2018-19)

School Contact Information	
School Name	Joseph A. Gregori High School
Street	3701 Pirrone Road
City, State, Zip	Modesto, CA. 95356
Phone Number	(209) 574-1738
Principal	Derek Pendley
E-mail Address	pendley.d@monet.k12.ca.us
Web Site	https://gregori.mcs4kids.com/
CDS Code	50711750121129

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

School Description and Mission Statement (School Year 2018-19)

Joseph A. Gregori High school opened on August 11, 2010 as the seventh high school in Modesto City Schools. The school's attendance boundaries encompass the northwest part of the school district. Gregori High School's primary feeder schools are Salida Middle School and Prescott Senior Elementary. Both of these junior highs are in different school districts. Gregori High School reflects the socioeconomic and ethnic diversity of the city of Modesto and the town of Salida. Our school is unique for several reasons. All students and staff are divided into Small Learning Communities (SLC), students attend classes in a modified block schedule. We have a full complement of boys and girls athletic teams, which are consistently competitive in the strong CCAL; our athletic programs have earned multiple awards for excellence. Gregori High School is a great place for students to pursue their high school education. In 2015, Gregori High was recognized as a Gold Ribbon School by the California Department of Education. For the last two years Gregori earned the Silver School Award from in the US News World Report ranking. Students have a wide variety of options, along with a caring and committed staff to support them in their ongoing pursuit of Achievement, Loyalty and Integrity. Our Mission statement is as follows: Joseph A. Gregori High School provides a safe, collaborative learning community that engages and supports all students to succeed as lifelong learners.

Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Grade 9	577
Grade 10	576
Grade 11	566
Grade 12	579
Total Enrollment	2,298

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	2.7
American Indian or Alaska Native	0.3
Asian	4.8
Filipino	1.5
Hispanic or Latino	48.2
Native Hawaiian or Pacific Islander	0.8
White	32.3
Socioeconomically Disadvantaged	50.4
English Learners	4.9
Students with Disabilities	8.7
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
	2016-17	2017-18	2018-19	2018-19
With Full Credential	84	97	93	687
Without Full Credential	2	0	2	14
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
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 2018-19)

Year and month in which data were collected: December 2018

The Governing Board recognizes that students' educational opportunities are enhanced when they have sufficient access to high-quality textbooks, equipment and other instructional materials for each of the subjects they are studying. To adequately support the Board-approved curriculum, instructional materials must also be up to date. For further information about the selection and adoption of instructional materials at all Modesto City Schools, please reference Board Policies 6161, 6161.1, and 6161.11. All board policies are located at <https://www.mcs4kids.com/district/board/board-policies/board-policies>.

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>StudySync, 2017</p> <p>Designated ELD Course: Edge, Cengage, National Geographic, 2018</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>Financial Math: Glencoe, Mathematics with Business Applications, Lang Rousos, 2010</p> <p>Finite Math College Entrance Math Prep: Finite Mathematics, An Applied Approach, 2003</p> <p>IB Prep Math SL: Mathematics for the International Student, Mathematics SL</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 I: Math 180 Course I mSpace, Scholastic</p> <p>Math 180 HS: Math 180 Course II mSpace, Scholastic</p> <p>Pre-Calculus/Pre-AP Pre-Calculus: Precalculus: Graphical, Numerical, Algebraic, Prentice Hall, 2007</p> <p>Secondary Math I/Pre-AP Secondary Math I/IB Prep Secondary Math I: Secondary One Mathematics: An Integrated Approach, Mathematics Vision Project, 2017</p> <p>Secondary Math II/Pre-AP Secondary Math II/IB Prep Secondary Math II: Secondary One Mathematics: An Integrated Approach, Mathematics Vision Project, 2017</p> <p>Secondary Math III/Pre-AP Secondary Math III/IB Prep Secondary Math III: Secondary One Mathematics: An Integrated Approach, Mathematics Vision Project, 2017</p> <p>Statistics: Using Statistics, Wesley, 1987; Discrete Mathematics, Heath, 1988</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 AP Chemistry: Chemistry, Holt 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

<p>History-Social Science</p>	<p>Western Civilization Since 1300, AP Edition, Cengage, 2019</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 World Religions, Usborne Pub, 2001</p> <p>AP Psychology: Exploring Psychology, Worth Publishing</p> <p>AP US History, American History, AP Edition, McGraw-Hill, 2017</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>	<p>Yes</p>	<p>0</p>
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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>	Yes	0
Health	Health, Glencoe, 2003	Yes	0

<p>Visual and Performing Arts</p>	<p>AP Studio Art: Brommer, Gerald. Drawing: Ideas, Materials and Techniques, rev. Ed., George F. Horn, ed., text edition. Worcester, Mass.: Davis Publications, 1978.</p> <p>Brommer, Gerald and Gatto, Joseph A. Careers in Art: Davis Art Education Materials</p> <p>Art: Art in Focus: Aesthetics, Criticism, History, Studio, Gene A. Mittler, Ph.D., Glencoe/McGraw-Hill, 1994</p> <p>ArtTalk, Ragans, Glencoe/McGraw-Hill, 1988</p> <p>Exploring Visual Design, second edition, Joseph Gatto, Albert Porter and Jack Selleck, Davis Publications Inc</p> <p>Discovering Art History, second edition, Gerald Brommer, Davis Publications Inc</p> <p>Careers in Art, Gerald Brommer and Joseph Gatto</p> <p>Ceramics: Sapiro, Maurice. Clay: Handbuilding. Worcester, Mass.: Davis Publications, Inc.</p> <p>Hofsted, Jolyon. Step-By-Step Ceramics. New York: Western Publishing Co.</p> <p>Williams, Arthur. Sculpture. Davis Art Education Materials</p> <p>Nigrosh, Leon. Claywork. Davis Art Education Materials</p> <p>Brommer, Gerald and Gatto, Joseph A. Careers In Art. Davis Art Education Materials</p> <p>Advanced Ceramics:Claywork – Form and Idea in Ceramic Design by Leon I. Nigrosh</p> <p>The Complete Potter’s Companion by Tony Birks</p> <p>Sculpture by Arthur Williams, Davis Art Education Materials</p> <p>Careers in Art by Gerald Brommer and Joseph A. Gatto, Davis Art Education Materials</p> <p>Sculptural Design: Kicklighter, Clois E. and Ronald J. Baird. Crafts. Includes Instructor’s Guide and Answer Key. South Holland, Il.: Goodheart-Willcox, 1986.</p> <p>Sprintzer, Alice. Crafts: Contemporary Design and Technique. Worcester, Mass.: Davis Publications, Inc</p> <p>Band: Foundations For Superior Performance, Richard Williams and Jeff King, Neil A. Kjos Music Company Publisher</p> <p>Treasury of Scales, Smith, Leonard B., Melville, NY, Belwin Mills, Pub.</p> <p>Exercises for Ensemble Drill, Fussell, Raymond, Melville, NY, Schmidt, Hall and McCreary Division of Belwin Mills, Pub.</p> <p>Beginning Band: Tune A Day</p> <p>Best In Class, Kjos</p> <p>First Division, Belwin-Mills</p> <p>Guitar: Jerry Snyders Basic Instructor Guitar, Vol. 1, Belwin Mills</p>	<p>Yes</p>	<p>0</p>
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	<p>H.O.T. Hands On Training, Nancy Marsters, pub. Nancy Lee Marsters</p> <p>Jazz Band: Standards of Excellend Jazz Ensemble Method, Dean Sorenson and Bruce Pearson, Neil A. Kjos Music Company Jazz Beginnings, John Rinaldo, J & J Publishers</p> <p>Music of the 20th Century: A Century of Pop (100 Years of Music that Changed the World – Octopus Publishing Group Ltd. Audio Made Easy, Ira White (paperback)</p> <p>Orchestra:Essentials for String, Gerald Anderson, Neil A. Kjos</p> <p>Piano: Bastien Piano for Adults, Jane Smisor Bastien, Lisa Bastien, & Lori Bastien The Older Beginner Piano Course, Bastien, Kjos Musician For the Older Beginner, Bastien, Kjos Alfred’s Basic Adult Piano Course, Alfred Pub. Alfred’s Basic Adult Piano Theory Book, Alfred Pub. Winning Rhythms, Ayola, Pub. Kjos</p> <p>Choir: Melodia Sight Singing Book 1, Cole Lewis, Presser Successful Sight Singing, Kjos Winning Rhythms, Ayola, Kjos Five Centuries of Choral Music, G. Schirmer Advanced Treble Clef Choir: Successful Sight Singing Book 2, Pub. Kjos The A Cappella Singer, Clough-Leigher, Pub. Schirmer</p> <p>Intermediate Treble Clef Choir 1-8: Melodia Sight Singing Book 1, Cole/Lewis, Pub. Presser Successful Sight Singing, Telfer, Pub. Kjos Sing Legato, Jennings, Pub. Kjos</p> <p>Concert Choir: Melodia Sight Singing Book 2, Cole/Lewis, Pub. Presser The Acapella Singer, Clough/Leigher, Pub. Schirmer Five Centuries of Choral Music Book 2, Pub. Schirmer</p> <p>History and Art of Floral Design: Floriculture Designing & Merchandising, Griner, Charles, Delmar Publishers, 2011 Floriculture Designing & Merchandising eBook access, Griner, Charles, Delmar Publishers, 2011 The Art of Floral Design eBook 4-Year Access, Hunter, Cengage Learning, 2013 Bundle: The Art of Floral Design, + Floral Design CourseMate with eBook (1-Year) Printed Access Card</p> <p>Floral Design II:The Art of Floral Design, Norah Hunter, Delmar Publishers, 2013 The Art of Floral Design eBook 4-year access, Norah Hunter, Delmar Publishers, 2013 Fresh Flowers, The John Henry Company,</p>		
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Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
	Photography: Essentials of Photography, Revised Edition, Paul W. Hayes and Scott M. Worton, Glencoe: Macmillan/McGraw-Hill, 1985 Exploring Photography, Third Edition, Richard J. Walker and Robert E. Walker, The Goodheart-Wilcox Company, Inc., 1991 Photography in Focus, Fourth Edition, Mark Jacobs and Ken Kokrda, National Textbook Company, 1990 Advanced Photography: Essentials of Photography, Revised Edition, Paul W. Hayes and Scott M. Worton, Glencoe: Macmillan/McGraw-Hill, 1985 Exploring Photography, Third Edition, Richard J. Walker and Robert E. Walker, The Goodheart-Wilcox Company, Inc., 1991 Photography in Focus, Fourth Edition, Mark Jacobs and Ken Kokrda, National Textbook Company, 1990		
Science Laboratory Equipment (grades 9-12)			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.

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.

Gregori High School’s facilities are maintained at a high level by site and district staff. No new construction or projects are planned at this time.

Age of School/Buildings:

This school has 52 classrooms, 36 labs, a cafeteria/multipurpose room, gym, locker rooms, library, bookroom, Career Center, reference room, a stadium and an administration office. The main campus was built in 2010. The school opened in 2010.

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: 11/9/18		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	Stained ceiling tiles
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	Unsecured overhead storage
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	Loose faucet fixtures
Safety: Fire Safety, Hazardous Materials	Good	Excessive paper on walls, Artwork hanging from ceiling, plug-in air freshener, blocked fire extinguisher
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 11/9/18	
Overall Rating	Good

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	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	69.0	60.0	55.0	48.0	48.0	50.0
Mathematics (grades 3-8 and 11)	29.0	28.0	23.0	23.0	37.0	38.0

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.

Note: ELA and 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.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	537	531	98.88	59.70
Male	278	274	98.56	48.54
Female	259	257	99.23	71.60
Black or African American	16	16	100.00	25.00
American Indian or Alaska Native	--	--	--	--
Asian	27	27	100.00	62.96
Filipino	--	--	--	--
Hispanic or Latino	261	257	98.47	54.09
Native Hawaiian or Pacific Islander	--	--	--	--
White	167	165	98.80	71.52
Two or More Races	30	30	100.00	50.00
Socioeconomically Disadvantaged	267	262	98.13	52.29
English Learners	57	56	98.25	28.57
Students with Disabilities	43	41	95.35	19.51
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 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	536	530	98.88	27.55
Male	277	273	98.56	25.27
Female	259	257	99.23	29.96
Black or African American	15	15	100	6.67
American Indian or Alaska Native	--	--	--	--
Asian	27	27	100	48.15
Filipino	--	--	--	--
Hispanic or Latino	261	257	98.47	19.84
Native Hawaiian or Pacific Islander	--	--	--	--
White	167	165	98.8	39.39
Two or More Races	30	30	100	26.67
Socioeconomically Disadvantaged	266	261	98.12	18.01
English Learners	57	56	98.25	7.14
Students with Disabilities	42	40	95.24	2.5
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	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

Career Technical Education Programs (School Year 2017-18)

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 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.

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. This data is 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 2017-18)

Measure	CTE Program Participation
Number of pupils participating in CTE	899
% of pupils completing a CTE program and earning a high school diploma	55
% 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
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	97.8
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	54.1

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 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	19.5	24.4	36.8

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 school site.

Opportunities for Parental Involvement (School Year 2018-19)

Gregori High School will involve parents, in an organized, ongoing, and timely manner, in the planning, review, and improvement of programs, including the planning, review, and improvement of the school parental involvement policy and the joint development of the school-wide program plan, through the Parent Involvement & Engagement Committee (Gregori Parent Club). Gregori High School will provide parents timely information about programs under this plan; a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet. Gregori High School will conduct an extensive parent information program

during Back to School Night with translation services. Principals are charged with the responsibility of providing opportunities for parent involvement such as:

1. English Learner Parent Partnership (ELPP)
2. Parent Involvement & Engagement (Gregori Parent Club)
3. Freshman Orientation
4. Senior Awards Night
5. Advanced Placement Parent Night
6. Site Representatives on district committees
7. Open House, 8th Grade Orientation
8. CLAW (Classes, Lockers, and Welcome)

There are several opportunities for parents to take part in their student's education at Gregori High School. There are booster organizations intended to support student programs; they include: Athletic Boosters, FFA/Ag Boosters, & Music Boosters. Gregori Parent Involvement & Engagement (Gregori Parent Club) meets several times each year to discuss a variety of issues pertaining to school oversight. The English Learner Parent Partnership (ELPP) is in place at Gregori High School and responds to the needs of students whose native language is other than English. ELPP meetings are held quarterly in the Library Reference Room.

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		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Dropout Rate	0.6	0.6	1.7	7.4	7.0	5.9	10.7	9.7	9.1
Graduation Rate	97.1	96.8	96.9	87.0	87.7	88.4	82.3	83.8	82.7

For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Group	Graduating Class of 2017		
	School	District	State
All Students	97.1	88.9	88.7
Black or African American	77.8	79.4	82.2
American Indian or Alaska Native	100.0	84.6	82.8
Asian	97.3	95.9	94.9
Filipino	100.0	95.7	93.5
Hispanic or Latino	98.5	87.8	86.5
Native Hawaiian/Pacific Islander	100.0	94.7	88.6
White	96.2	91.0	92.1
Two or More Races	92.0	88.4	91.2
Socioeconomically Disadvantaged	100.0	90.8	88.6
English Learners	77.8	54.7	56.7
Students with Disabilities	73.2	59.5	67.1
Foster Youth	100.0	85.0	74.1

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		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	2.7	2.3	4.0	5.9	5.1	5.7	3.7	3.7	3.5
Expulsions	0.0	0.0	0.1	0.0	0.1	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

The Joseph A. Gregori High School’s Safety Plan is updated each year and shared with staff at the beginning of the school year. Drills are conducted during the course of the school year to practice and evaluate readiness of the Gregori High School staff and students. The Joseph A. Gregori High School Safety Plan identifies three response actions and twelve crisis events and addresses initial emergency responses appropriate for each. The three response actions are:

1. Duck & Cover/Shelter in Place
2. Lockdown/Secure Campus
3. Evacuation

The twelve events are:

- 1) Intruder/Hostage Situation
- 2) Weapons, Bombs, Other Threats
- 3) Student Unrest/Civil Disturbance
- 4) Medical Emergency/Psych. Crisis
- 5) Explosion or Risk of Explosion
- 6) Hazardous Spill or Release
- 7) Fire/Smoke
- 8) Weather Emergencies
- 9) Earthquake
- 10) Power, Utilities Failure
- 11) Aircraft or Vehicle Crash
- 12) Animal Disturbance/Bee Swarm

In the event of a crisis, the principal, or the principal's designee, will be in charge of implementing the plan and taking charge of the emergency situation.

All visitors must check in with the school receptionist in the main office. They are required to sign-in and document the reason for their visit. If campus access is approved, visitors receive an identification tag, which must be prominently displayed at all times. If checking a student out of school for the day, the individual must present photo identification, and be listed on student's registration and emergency information documents. Administrators supervise students before and after school and make themselves available at all times via two way radio. They monitor the campus during lunch. Campus supervisors are assigned to zones throughout the campus, which they monitor before school, after school, and during lunch and passing periods. Campus supervisors are also assigned to the bus loading area and parking lots to monitor traffic. During passing periods campus supervisors monitor hallways, and respond to student accidents, illnesses, or disruptive activity. Like administrators, campus supervisors and the School Safety Officer are in constant communication with each other, administrators, and the main office via two-way radio.

Average Class Size and Class Size Distribution (Secondary)

Subject	2015-16				2016-17				2017-18			
	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	24.0	36	17	45	22.0	51	17	44	25.0	38	16	51
Mathematics	24.0	29	16	39	24.0	33	12	40	25.0	30	17	44
Science	29.0	12	14	38	28.0	15	14	35	31.0	11	9	41
Social Science	25.0	25	16	42	23.0	36	12	47	26.0	27	10	50

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 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	6.6	476
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	0.8	N/A
Resource Specialist (non-teaching)	4.0	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 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$11,919.50	\$3,136.83	\$8,782.67	\$97,433.29
District	N/A	N/A	\$9,091.59	\$86,473
Percent Difference: School Site and District	N/A	N/A	-3.5	11.9
State	N/A	N/A	\$7,125	\$79,128
Percent Difference: School Site and State	N/A	N/A	20.8	20.7

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2017-18)

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 past year LCAPs can be found here: <https://www.mcs4kids.com/district/lcff-and-lcap>. The most recent LCAP can be found here: <https://www.mcs4kids.com/district/lcff-and-lcap/workshops-2017-2018>. 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 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$56,836	\$47,903
Mid-Range Teacher Salary	\$86,473	\$74,481
Highest Teacher Salary	\$105,363	\$98,269
Average Principal Salary (Elementary)	\$117,964	\$123,495
Average Principal Salary (Middle)	\$123,319	\$129,482
Average Principal Salary (High)	\$141,271	\$142,414
Superintendent Salary	\$253,236	\$271,429
Percent of Budget for Teacher Salaries	32.94%	34.64%
Percent of Budget for Administrative Salaries	5.20%	5.14%

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 2017-18)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	6	N/A
Fine and Performing Arts	1	N/A
Foreign Language	2	N/A
Mathematics	4	N/A
Science	10	N/A
Social Science	14	N/A
All courses	37	28.1

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.

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

2017-18:

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

2018-19:

EdTech Teachers Instructional Technology Training
 K-12 Visible Learning Conference
 K-2 Reading Mastery
 TK-6 Fair Act Training
 TK-6 PD NGSS Overview
 2016 History Social Science Framework

3-5 Genre Writing

3-6 Corrective Reading

7-8 ELA StudySync 2.0

7-8 ELA StudySync Curriculum Implementation

7-8 Math: Deeper Dive into the CAASPP Blueprint and Item Types

7-8 Math: Learning Intentions & Success Criteria for Grade Level Priority Standards

7-8 NGSS Science Overview

7-8 Percussion Pedagogy for Music Teachers

7-8 Social Science Curriculum (Impact) Implementation

7-8 Social Science Impact 2.0 Training

7-8 String Pedagogy for Music Teachers

7-8 Taking Action: Implementing Effective Mathematics Teaching Practices

7-8 ALD Monthly PD Meetings

7-12 Advanced OneNote

7-12 AVID Excel Tutor Training

7-12 AVID Professional Development Modules

7-12 AVID Summer Institute

7-12 AVID Writing in the Margins and Questioning Strategies

7-12 Bilingual English Learner Leadership Network SJCOE

7-12 CAASPP Math Assessments

7-12 Collaboration 'How To's' for Math

7-12 Desmos

7-12 Discrete Math for Junior High and High School

7-12 EL Shadow Training

7-12 ELA Performance Task Writing

7-12 ELPAC Training/EL Alliance Conference

7-12 Geometry for the Common Core

7-12 Kristin Anderson – Teacher Efficacy

7-12 Kristin Anderson – Training for Principals and Teacher Leaders for Building Self and Collective Efficacy

7-12 Leverage Learning – PLC Leadership Teams

7-12 Librarian Site & State Database Online Resources: Britannica, Proquest, Follett

7-12 Library Collaboration Strategies: Naviance; Library Websites; StanCo Library; GVRL course-specific collections; IC Collections

7-12 Math 180

7-12 NGSS 3D Assessments

7-12 NGSS Cross Cutting Concepts

7-12 OneNote in the Math Classroom

7-12 PBIS Tier 2 & 3 Supports: Working with Agitated Students

7-12 Positive Behavior Intervention and Support (PBIS)

7-12 Professional Learning Community Conference

7-12 Read 180 Cadre PD

7-12 Read 180 Follow-up PD

7-12 Read 180 Implementation PD

7-12 Restorative Practices

7-12 Restorative Practices

7-12 Schoology Assessments

7-12 Science Safety Training

7-12 Suicide Prevention Training

7-12 Trauma Informed Practices for Counselors

9-12 ALD Monthly PD Meetings

9-12 ALD New Curriculum (Edge) Training

9-12 Biology Curriculum

9-12 California State Athletic Directors' Conference

9-12 Chemistry Curriculum

9-12 Conducting Clinic for Instrumental and Vocal Music

9-12 Earth Science/Physics - NGSS Implementation

9-12 ELA StudySync New Teacher Curriculum Training
9-12 ELA StudySync Refresher
9-12 Every 15 Minutes Training
9-12 Floral Certification Training
9-12 Health Teacher Curriculum Training – CHYA; Suicide Prevention; Student Wellness; Human Trafficking
9-12 Jazz Studies for Instrumental Music
9-12 Math Vision Project (MVP) Curriculum
9-12 Naviance for Counselors
9-12 New ALD (Designated ELD) Teacher Training
9-12 Pre-AP English Course Curriculum Training
9-12 Sexual Health Educator Training
9-12 Teaching Strings for Instrumental Music
American Heritage Essay Writing
DBQ Training
UC, Davis California History/Social Science Project